



## Closer to the body through poetic kairos narratives?

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# 4<sup>th</sup> International Conference on Qualitative Research in Sport & Exercise

Monday 1<sup>st</sup> – Wednesday 3<sup>rd</sup> September 2014

 [@QRSE2014](https://twitter.com/QRSE2014)



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## Welcome to Loughborough University and the 4<sup>th</sup> International Conference on Qualitative Research in Sport and Exercise

We are thrilled to tell you that the conference is truly international. Thank you to all who have travelled from North America, South America, Africa, Asia, Australia, and Europe. Scholars at the conference also represent different fields, including sport and exercise psychology, the sociology of sport, sports coaching, pedagogy, and sports policy. We hope you enjoy the different ideas shared and collectively make this a provoking, enjoyable, and intellectually creative event.

Qualitative research is growing across the various fields within the sport and exercise sciences. The quality of work being done is impressive. The fact that over 200 abstracts were submitted here for peer-review following the one call for papers is testimony to the interest in, and growing importance of, qualitative research. We hope the conference is not just a celebration of work being done in the sport and exercise sciences. Irrespective of one's field or methodological focus, it is also hoped that the conference provides a critically supportive space for dialogue to advance empirical work, methods, theory, and practice.

We are delighted that the four keynote speakers accepted our invitation to speak at this conference. They reflect different fields and some of the diversity of qualitative work being conducted. The keynotes were also chosen as they each have a strong history of unselfishly opening up spaces for qualitative research to flourish. They all continue to develop qualitative research in exciting directions.

The conference is supported by the international journal *Qualitative Research in Sport, Exercise and Health*. The journal was launched 6 years ago with the specific purpose of providing a home for high quality research that spanned the different processes and products of qualitative work. The same can be said for this conference. Like the journal, over the years the conference has grown considerably. The vision now is to have the conference every 2 years. We are excited to have a commitment in place from a team at another university to host the 5<sup>th</sup> *International Qualitative Research in Sport and Exercise Conference* in 2016. It is hoped that other people at different universities might continue to take the conference forward.

We would like to thank the *Peter Harrison Centre Disability for Disability Sport* at Loughborough University for providing support for the conference. Last, but by no means least, no conference would happen without participants. Thank *you* for being part of this event. We hope you enjoy it and look forward to meeting you over the next three days and at subsequent *International Qualitative Research in Sport and Exercise* conferences.



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## General Information

### Registration

The conference starts at 1pm on Monday 1<sup>st</sup> September so please ensure you register before this time. Registration will open from 9.30am for those attending conference workshops at 10.30am.

**Registration will re-open at 11am for the rest of the delegates** and includes a pre-conference lunch from 12.00. Registration will take place in the James France building (see map on p.7).

### Parking

Free parking is available on campus. As you arrive at the main Loughborough University entrance on Epinal Way you will be directed to the various car parks. To access the closest parking, on your arrival please say that you are attending the conference and you would like to park closest to the James France building.

### Refreshments

Refreshments will be provided throughout each day including lunch and morning/afternoon tea and coffee breaks in the James France exhibition area.

### Evening Events

On Monday 1<sup>st</sup> September we have a **FREE wine, cheese and canapé event** at Burleigh Court from 6.30pm. This is supported by Routledge and the journal *Qualitative Research in Sport, Exercise and Health*. At 8pm we then have a **pub crawl** into Loughborough ending at the Orange Tree pub where we have secured happy hour drinks all night long. Please sign up for the pub crawl at reception no later than 3.30pm on Monday. There is a £2 booking fee to secure the taxi cabs from Burleigh Court into town.

Please note, we will *not* be providing a main meal on the Monday night. There are however a range of great restaurants in Loughborough town centre. Eating out options can be searched at <http://loveloughborough.co.uk/category/eating-out/>

On Tuesday 2<sup>nd</sup> September we have the **conference dinner** at 7pm in Burleigh Court. If you booked on to the conference dinner during registration please make your way to Burleigh Court for 7pm as dinner will be served at 7.30pm. There is a bar there for those that wish to meet earlier.

### Twitter

We will be tweeting throughout the conference. Please follow us at @QRSE2014 and use the hashtag #QRSE2014 to keep up with the conference events.

### Posters

Posters will be displayed in the James France exhibition area. Please put your poster up on Monday morning and be available by your poster to present between 13.10-14.00 on Tuesday.

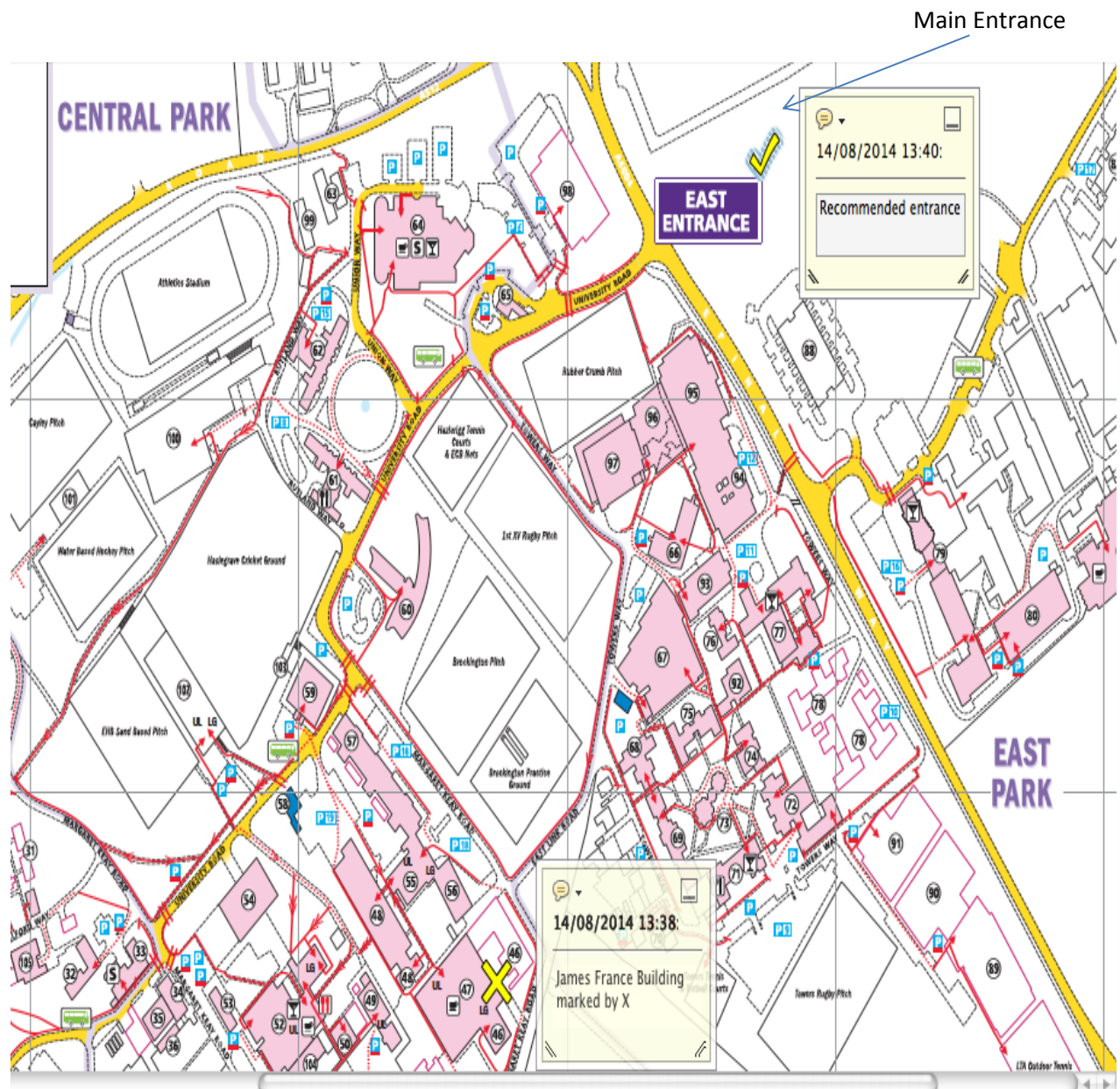
### Presentations

Please load your presentations onto the computers in the allotted rooms on the morning of your presentation. This should be done during registration and the first break period of each day.



## Conference Venue

The conference will be held in the James France building. Registration will be held in the James France exhibition area. To download a map of the campus and get further details about how to find the Loughborough University please see: <http://www.lboro.ac.uk/about/find-us/>



## Keynote Speakers

### **Professor Mark Andersen (Victoria University / Halmstad Högskolan)**

Mark B. Andersen is a Professor in the College of Sport and Exercise Science and the Institute of Sport, Exercise, and Active Living at Victoria University. He co-ordinates the master and doctor of applied psychology degrees (sport and exercise psychology emphasis) in the College of Arts (Psychology Division). He teaches courses in the psychology of rehabilitation and the professional practice of psychology. His areas of research interest include the psychology of injury and rehabilitation; the role of exercise in mental health, wellbeing, and quality of life; the training and supervision of graduate students; interpersonal mindfulness; and the practice of sport psychology service delivery. He has published more than 150 refereed journal articles and book chapters and has made over 100 national and international conference presentations including 12 invited keynote addresses on four continents. In addition to his academic duties, he has a small psychotherapy and supervision practice in Melbourne. Currently, he is a visiting research professor at Halmstad University in Sweden.

### **Professor Michael Atkinson (University of Toronto)**

Michael Atkinson is Professor in the Faculty of Kinesiology and Physical Education at the University of Toronto, where he teaches physical cultural studies and research methods. His central areas of teaching and research interests pertain to the experiences of human suffering as physical culture, radical embodiment, issues in bioethics, and ethnographic research methods. Michael's ethnographies have included the study of ticket scalping, tattooing, fell running, cosmetic surgery, greyhound racing, Ashtanga yoga, critically ill athletes, Straightedge, ice hockey violence and child abuse, Parkour, and endurance sport culture. He is author/editor of eight books, and his research has appeared in diverse academic journals including *International Review for the Sociology of Sport*, *Body & Society*, *Sex Roles*, *Youth & Society*, and *Health*. Michael is Editor of the *Sociology of Sport Journal* and has served on editorial boards including *Deviant Behavior*, *Qualitative Research in Sport, Exercise and Health*, and *Qualitative Sociology Review*.

### **Dr Jayne Caudwell (University of Brighton)**

Dr Jayne Caudwell is Reader at the University of Brighton. She teaches socio-cultural approaches to sport and leisure and her research engages with qualitative research methodologies, gender theories and theories of sexualities. In particular, she is interested in LGBTQI sport cultures. Her publications span 3 decades and include key work on lesbian, gay and transgender experiences of sport and physical activity. She is editor of *Sport, Sexualities and Queer/Theory* (2006), *Women's Football in the UK: Continuing with Gender Analyses* (2012) and co-editor of *Sexualities, Spaces and Leisure Studies* (2012), and she has published peer-reviewed journal articles in leading sport and leisure studies journals.

### **Professor Brendan Gough (Leeds Metropolitan University)**

Professor Brendan Gough is a critical social psychologist and qualitative researcher interested in gender issues, especially concerning men, masculinities, and physical activity/exercise. Now based in the School of Social, Psychological and Health Sciences at Leeds Metropolitan University, he has previously worked at Sheffield Hallam University, the University of Leeds and Nottingham Trent University. He has published papers on gender identities and relations, mostly in the context of health and wellbeing, such as exercise, alcohol consumption, smoking, diet, and aspects of men's health. His research has been funded by a variety of bodies, including the ESRC, NHS and the BPS. Prof. Gough is co-founder and co-editor of the journal *Qualitative Research in Psychology*; he edits the Critical Psychology section of the journal *Social & Personality Psychology Compass*, and is Associate Editor for the journal *Psychology of Men and Masculinity*. He has co-authored/edited three books in the areas of critical social psychology, reflexivity in qualitative research, and men's health.

## Conference Workshops

The QRSE 2014 conference will be hosting a number of workshops on qualitative methods aimed at postgraduate students and early career researchers. Each workshop will provide invaluable training, insights from the field, and practical advice from researchers advancing qualitative work in the sport and exercise sciences. Registration for these workshops is open to conference attendees only for an additional fee of £20 per workshop. Places are limited and will be allocated on a first come, first served basis. There may be spaces available on the day. Please see reception for details.

**Monday 1<sup>st</sup> September 10:30 - 12:00**

### ***Critical Discourse Analysis in Sport and Exercise Psychology: Exploring the What, Why and How*** **Professor Kerry McGannon (Laurentian University)**

In this workshop, some of the “what’s” of critical discourse analysis (CDA) will be considered - including theoretical underpinnings’ (i.e., discursive psychology) relationship with two strands of discourse analysis (i.e., conversation analysis and Foucauldian discourse analysis), and specific research questions CDA might answer in sport and exercise psychology. Next, some of the “how’s” of a discursive approach advanced by McGannon (i.e., eclectic discourse analysis) will be explored using different data sources (e.g., media, images, interviews) to show the theoretical and methodological tenets of CDA “in action”. Participants will collaboratively engage in the analysis and discussion of the data in order to advance understanding concerning the “what, why and how” of CDA in sport and exercise psychology.

### ***Some What's, Whys, and How's of Grounded Theory in Sport and Exercise*** **Professor Nick Holt (University of Alberta)**

The purpose of this workshop is to explore grounded theory methodology. Three questions will be addressed: (1) What is grounded theory? To address this question we will briefly discuss the evolution of grounded theory and how it has become an ‘umbrella’ term for a range of different approaches that share some common characteristics. (2) Why do grounded theory? To address this question we will use an interactive approach to examine research questions that may be well-suited to the use of grounded theory. (3) How is grounded theory done? The majority of the workshop will focus on this question. Rather than trying to explain how to ‘do’ different versions of grounded theory, instead we will focus on some core methods/techniques common across most versions of grounded theory. These include theoretical sampling, interaction of data collection and analysis, and the construction of substantive theoretical explanations.

### ***Digital Methods for Digital Natives*** **Dr Andrea Budson (Loughborough University)**

Today’s postgraduates and early career researchers belong to the cohort dubbed the ‘digital natives.’ Though we have observed the rise and fall of many Internet-based technologies, we have never really known a life without the digital. For us the question is not ‘Will we use the Internet in our research?’ but rather ‘How, when and where will we use Internet?’ – and most importantly, ‘How will using the Internet shape our work?’ This workshop will address the practical, methodological and ethical implications of conducting fieldwork when the boundaries between the online and offline are unclear. A series of tasks will challenge participants to think through different ways that digital technologies can inform and transform qualitative research ranging from the traditional (the web as a cultural artefact) to the emerging (the web as the site where culture happens).

**Tuesday 2<sup>nd</sup> September 11:40 - 13:10**

***Reassembling Ethnography***

***Professor Michael Atkinson (University of Toronto)***

Whilst ethnography reigned for quite some time as the dominant methodology in qualitative studies of sport, health, exercise, and physical activity, the approach continues to wane in popularity on both sides of the Atlantic. Despite a burgeoning interest in ethnography amongst health researchers and practitioners, sport psychologists and behaviouralists, physical cultural studies theorists, and the global cadre of sport for development researchers, long-term, 'realist' and participant-observation based modes of ethnography are increasingly pushed to the margins of the broader socio-cultural studies of sport, health and society. In this workshop, Michael Atkinson discusses and unpacks the substantive and theoretical value of ostensibly 'traditional' forms of ethnographic/field inquiry, and forges progressive links with more recent ethnographic modalities including existential ethnography, visual and mobile ethnography, non-representational ethnography, and auto-ethnography. The workshop is structured by an engagement with core topics pertaining the design, implementation and representation of ethnographic fieldwork, including: the formation of ethnographic questions; the deployment of literatures in the ethnographic research process; prevailing 'myths' regarding empiricism, the role of concepts, (grounded) theory and data analysis in ethnographic research; representing complex ethnographic data through both textual and non-textual means for a wide range of audiences; and, the oft times suffocating demand for (hyper) reflexivity in the research act. Emphasis is given to illustrating the relevance of ethnography as an important way of knowing (and theorizing) sport, health and physical culture, and showcasing techniques for overcoming common methodological pitfalls and obstacles in the ethnographic research process.

***Narrative Analysis in Action***

***Professor Andrew Sparkes (Leeds Metropolitan University)***

In this workshop the nature of narrative inquiry and its core characteristics will be considered. Following this, attention will be given to the following kinds of narrative analysis in action: thematic, structural, and dialogic. The participants at the workshop will then be provided with extracts from life history interviews so that they can collaboratively engage with data prior to conducting an analysis using all three of the narrative types in combination.

***Illustrations of Critical Reflection In-Action***

***Professor David Gilbourne (University of Hull)***

The workshop is organised in a way that allows delegates to 'hear-stories' of critical reflective practice in-action. Engagement with the critical dimension of reflective practice is often cited as an aspiration within training schemes or within pedagogy settings and yet examples of what critical reflection might 'look', 'sound' or 'feel' like remain illusive. In the workshop the presenting team shy away from the desire to tell people how to do critical reflection (as if the act of 'doing' was somehow a straightforward task). Instead, and in adopting a view that critical reflection is an elusive and complex phenomenon, we have taken a different tack. The presenting team (through their stories) suggest toward a view that critical reflection is not a process that simply emerges through mentoring or is somehow 'learned' from sustained exposure to pedagogy. Instead the workshop encourages delegates to consider critical reflection as process located essentially within the range and scale of life-long experiences and the ever changing perspectives that people develop. In this venture the workshop group have been encouraged to share their own personal experiences of walking, talking, writing, or performing along a critical landscape.

## Programme and timetable of sessions

### Monday 1<sup>st</sup> September

9.30-10.30 <b>Registration for workshops 1-3</b> James France exhibition area		
10.30-12.00 room CC01.09 <b>Workshop 1</b> Prof Kerry McGannon	10.30-12.00 room CC01.11 <b>Workshop 2</b> Prof Nick Holt	10.30-12.00 room CC00.29A <b>Workshop 3</b> Dr Andrea Bundon
12.00-13.00 <b>Conference registration and buffet lunch</b> James France exhibition area		
13.00-14.00 room CC00.12 <b>Conference Opening</b> <b>Keynote Presentation – Prof Michael Atkinson</b>		
14.10-15.10 room CC00.12 <b>Spaces of health and illness</b> <i>Chaired by Prof Andrew Sparkes</i>	14.10-15.10 room CC00.21 <b>Mega events</b> <i>Chaired by Dr Melissa Day</i>	14.10-15.10 room CC00.29A <b>Working in sport</b> <i>Chaired by Dr Anthony Papathomas</i>
15.10-15.30 <b>Break and refreshments</b> James France exhibition area		
15.30-16.40 room CC00.12 and James France exhibition area <b>Creative Arts Based Research</b> <i>Chaired by Dr Andrea Bundon</i>		
16.40-17.00 <b>Break</b>		
17.00-18.00 room CC00.12 <b>Inactivity, sedentary behaviour and health interventions</b> <i>Chaired by Dr Camilla Knight</i>	17.00-18.00 room CC00.21 <b>Phenomenological research</b> <i>Chaired by Nicola Clarke</i>	17.00-18.00 room CC00.29A <b>Cancer and exercise</b> <i>Chaired by Nick Caddick</i>
18.30 <b>FREE EVENT</b> <b>Wine, cheese and canapés at Burleigh Court</b>		
20.00 <b>Pub crawl to Orange Tree</b>		

## Tuesday 2<sup>nd</sup> September

<p>8.30-8.55  <b>Day delegate registration and refreshments</b>  James France exhibition area</p>		
<p><b>9.00-9.50 room CC00.12</b>  <b>Keynote Presentation – Prof Brendan Gough</b></p>		
<p>10.00-11.40 room CC00.12  <b>Symposium 1 - From planning to evaluation: The application of qualitative methods for improving the impact of training programs</b>  <i>Discussant: Dr Jennifer Cumming</i></p>	<p>10.00-11.40 room CC00.21  <b>Symposium 2 - Pluralistic qualitative data analysis in theory and practice</b>  <i>Discussant: Dr Nollaig Frost</i></p>	<p>10.00-11.40 room CC00.29A  <b>Gendered Bodies</b>  <i>Chaired by Dr Jayne Caudwell</i></p>
<p>11.40-13.10 room CC00.12  <b>Workshop 4</b>  Prof Michael Atkinson</p>	<p>11.40-13.10 room CC00.21  <b>Workshop 5</b>  Prof Andrew Sparkes</p>	<p>11.40-13.10 room CC00.29A  <b>Workshop 6</b>  Prof David Gilbourne</p>
<p>13.10-14.00  <b>Buffet lunch and poster presentations</b>  James France exhibition area</p>		
<p>14.00-15.40 room CC00.12  <b>Symposium 3 - Neophyte experiences of conducting and supervising qualitative research</b>  <i>Discussant: Dr Stephen Mellalieu</i></p>	<p>14.00-15.40 room CC00.21  <b>Symposium 4 - Complexity in coaching: The influence of interaction and relationships on coaching process and practice in youth football</b>  <i>Discussant: Dr Chris Cushion</i></p>	<p>14.00-15.40 room CC00.29A  <b>Ethnography</b>  <i>Chaired by Sam Thrower</i></p>
<p>15.40-16.00  <b>Break and refreshments</b>  James France exhibition area</p>		
<p>16.00-17.20 room CC00.12  <b>Representing data differently</b>  <i>Chaired by Dr Cassandra Phoenix</i></p>	<p>16.00-17.00 room CC00.21  <b>Team sport</b>  <i>Chaired by Dr Anthony Papathomas</i></p>	<p>16.00-17.20 room CC00.29A  <b>Performance psychology</b>  <i>Chaired by Erica Bennett</i></p>
<p><b>17.30-18.15 room CC00.12</b>  <b>Keynote Presentation – Dr Jayne Caudwell</b></p>		
<p>19.00  <b>Conference dinner at Burleigh Court</b></p>		

## Wednesday 3<sup>rd</sup> September

<p>8.30-8.55  <b>Day delegate registration and refreshments</b>  James France exhibition area</p>		
<p>9.00-10.20 room CC00.12  <b>Digital methods</b>  <i>Chaired by Dr Andrea Bundon</i></p>	<p>9.00-10.20 room CC00.21  <b>School sport</b>  <i>Chaired by Dr Camilla Knight</i></p>	<p>9.00-10.20 room CC00.29A  <b>Coaching</b>  <i>Chaired by Erica Bennett</i></p>
<p>10.20-10.40  <b>Break and refreshments</b>  James France exhibition area</p>		
<p>10.40-12.00 room CC00.12  <b>Thinking through methods</b>  <i>Chaired by Prof Kerry McGannon</i></p>	<p>10.40-12.00 room CC00.21  <b>Disability sport</b>  <i>Chaired by Dr Andrea Bundon</i></p>	<p>10.40-12.00 room CC00.29A  <b>Youth sport and talent ID</b>  <i>Chaired by Dr Camilla Knight</i></p>
<p>12.30-13.20 room CC00.12  <b>Lecture – getting published</b>  Dr Brett Smith</p>	<p>12.00-13.30  <b>Lunch</b>  James France exhibition area</p>	
<p>13.30-14.30 room CC00.12  <b>Transitions</b>  <i>Chaired by Dr Melissa Day</i></p>	<p>13.30-14.30 room CC00.21  <b>Illness and activity</b>  <i>Chaired by Dr Anthony Papathomas</i></p>	<p>13.30-14.30 room CC00.29A  <b>Health and (in)active bodies</b>  <i>Chaired by Dr Cassandra Phoenix</i></p>
<p><b>14.30-15.30 room CC00.12</b>  <b>Keynote Presentation – Prof Mark Andersen</b>  <b>Conference Close</b></p>		



## Abstracts

### Monday 1<sup>st</sup> September

#### Keynote Presentation – 13.00 room CC00.12

##### ***Ethnoaesthesia: On Empathy, Suffering and Physical Cultural Studies***

*Michael Atkinson (University of Toronto)*

Over a decade ago, Ian Wilkinson attempted to rekindle a sociological interest in, and theorizing about, human suffering. Whilst too few have squarely accepted Wilkinson's challenge to reframe the discipline, or the social sciences more broadly, along lines of suffering, one might actually argue that the vast majority of social scientists researching physical culture, sport, leisure and health experiences empirically account for and strive to represent the nature of human suffering within particular historical moments, structural contexts, cultural webs, and embodied experiences. In this talk, I address the unique and richly layered substantive and theoretical contributions physical cultural studies (PCS) and its emerging methodologies offers to the study of suffering; especially with respect to the performance of voluntary suffering, physical ordeals and self-denial rituals in/as leisure, sport or recreation. I discuss two embodied ethnographies I am conducting (i.e., Ashtanga yoga, and vegan culture in Canada), and outline the importance of realist modalities of ethnographic research in, and the untapped potentialities of documentary film production through, qualitative research acts on/of/as human suffering. I present the possibility of utilizing both realist ethnography and documentary film as conduits for developing an 'ethnoaesthetic' sensibility in qualitative research on physical culture; or, more generally, a sensitivity to the complex relationship between culture, physical suffering, art, beauty, and pleasure. Emphasis is given to the humanistic benefits of recalibrating physical cultural studies around several substantive themes, methodological tacks and theoretical lines which uncover how empathy through human suffering is an ontological bridge between researchers and our subjects. The methodological importance of a researcher's physical, affective and social empathy with ethnographic others is underlined (alongside the need for ethnographers to allow themselves to be physically 'written' by their research), and the trans-contextual nature of suffering as a transformative process in physical cultures is underscored.

#### Spaces of health and illness – room CC00.12

##### 14.10 ***'The better it looked, the worse it felt': Sports work, mental illness and the problem of authenticity***

*Martin Roderick (Durham University)*

In one of the only phenomenological studies of its kind, Rockwell and Giles (2009) indicate that celebrities cope with intense public scrutiny by engaging in a process of character-splitting; contriving a celebrity persona for presentation in public spheres, and holding a 'true self' in abeyance to be encountered by only the most trusted. While at first glance this idea holds relevance for professional athletes also, I argue that it over-simplifies the dynamic interweaving of the social spaces in the lives of well-known athletes (who are also on public show 'at work'), and largely neglects the emotional labour athletes engage in as part of the requirement for work survival. This paper is based on semi-structured interviews conducted to date with seven current and former professional athletes, who are (and were) subject to extraordinary levels of physical and mental surveillance both in and outside the workplace. I describe firstly how athletes attach meaning over time to private and public spaces – and raise the question of where in their daily lives they can shed the fear of publicity and be 'themselves' – and secondly theorise that those who no longer recognise what constitutes for them an authentic sense of self are susceptible to mental health illnesses like depression. The trigger for mental illness may come when, time after time, what is absolutely unacceptable to an athlete's sense of dignity at (and away from)



work is simultaneously understood as unavoidably necessary for career survival.

14.30 ***Entwined being: Exploring experiences of outdoor activity and the reverberating relationships***

*Josey Field (University of Exeter Medical School) Cassandra Phoenix (European Centre of Environment and Human Health) & Tim Coles (University of Exeter)*

The embodied relationship that humans share with their environments and the ensuing reverberations of such connections is a valuable area of research. It offers an opening through which to consider the synergy between social and material landscapes, and in doing so allows an application of deliberated cognisance to areas such as civil justice, individual/cultural agency, environmental equilibrium, and well-being. Utilising the medium of outdoor activities (specifically climbing, surfing, mountain biking and trail running) this research aimed to: (1) Explore the meaning that young adults (18-30) attributed to their outdoor activities; (2) Understand how they related to the environments within which they were active; (3) Investigate the impact that such interconnections might have upon their relationship with those who care for the land.

Within this presentation I will draw from the pluralistic data of 18 young adults, which included techniques such as semi-structured interviews and visual elicitation. In doing so I will explore how, through a process of [co]construction and [re]interpretation that emanated from within their corporeal experience, my participants came to express both an emotive articulation of personal desire and an affective corporeal sensitivity. Subsequently, and illustrated through four prevailing typologies, I shall illuminate the connections between my participants' emotional desires and affective sensitivities and their narratives of agency, which took form through knowledge of personal practice. Finally I shall conclude with some thoughts concerning the relationship between individual experience, agency, and effective group cohesion. This research is funded by the ESRC (CASE Studentship) in collaboration with the National Trust.

14.50 ***Postnatal women's perceptions of aquatic leisure activity: Embodiment, discipline and discourses of motherhood***

*Rachel Williams, Jacquelyn Allen-Collinson & Adam Evans (University of Lincoln)*

Aquatic physical activity offers considerable potential to engage groups such as women and pre-school aged children in active lifestyles. Evidence demonstrates, however, that swimming participation is declining. Despite these trends, few studies have investigated women's embodied experiences of participating in aquatic activity - as an individual or with young children. This study employed a Foucauldian-feminist framework to explore postnatal women's self-perceptions and embodied experiences of aquatic leisure activity with their child. An interpretive approach was taken to focus on the centrality of linguistic meaning (Lincoln & Guba, 1985) within social discourses of embodiment and techniques of the self in the aquatic leisure environment. A case study design was adopted. Twenty semi-structured interviews were completed with postnatal women aged 18-45, who had given birth in the previous four years. Non-participant observations were also completed over a four-week period at recreational swimming sessions and aqua baby classes attended by the same participants. Interviews were transcribed verbatim and thematically coded. Results showed that through 'felt' maternal responsibilities, the presence of 'dependent' babies' bodies shifted women's intentionality away from the self towards their child. Mothers' embodied experiences focused on managing their babies' bodies with regards to hygiene, pool temperature and safety. Immersion of babies in water was reported as problematic for mothers. The study demonstrates, *inter alia*, the need to challenge gender stereotypes in order to promote equal access to leisure activities for men and women.

## Mega events – room CC00.21

### 14.10 ***Making sense of the experience: researching the 2010 FIFA Football World Cup in South Africa***

*Suzanne Dowse (Canterbury Christ Church University)*

Empirical research provides a means of testing and developing theory but the methodologies adopted can raise as many challenges as they do opportunities. For example, case studies are widely recognised in the political sciences as a means of studying complex or infrequent phenomena, but this approach is heavily criticised for being atheoretical, unmanageable and producing ungeneralisable results (Bennett & Elmore, 2007; Fyall & Garrod, 2013). Central to these reservations, qualitative investigation raises concerns regarding the need to effectively balance researcher *involvement* with the *detachment* required to identify and develop appropriate lines of enquiry (Mansfield, 2008). Understanding the promise and pitfalls of such approaches is therefore important, but present the researcher with a host of practical and personal dilemmas. Here I draw on some of my own experiences of conducting a case study of a mega-event that included fieldwork in a foreign country in order to reflect upon some of the issues raised. Findings illuminate the value of qualitative research in developing a nuanced understanding of the specific context(s) that influence complex social events and raise awareness of the ways in which personal insider and outsider experiences may influence data collection and analysis (Rainbird, 1990). By sharing these insights and also reflecting on the rhetorical question (to paraphrase Wolcott, 2007) “what kind of story is a South African willing to tell an English researcher” it is hoped that the conduct of field work and case studies may be supported within qualitative research ‘communities’.

### 14.30 ***'Don't you feel bad watching the Olympics, watching us?' The influence of the London 2012 Olympics on families in the East Midlands of England: A qualitative visual analysis*** *Natalie Darko (Nottingham Trent University) & Chris Mackintosh (Liverpool John Moores University)*

This paper examines the use of video diaries and their value as supplementary methods in qualitative research examining the influence of the London 2012 Olympics, from the perspectives of five families in the East Midlands region of England.

The aims of the project were to assess their reaction to the Games, the influence it had on shaping family sports participation and physical activity. We present qualitative interview data from pre and post Games interviews and video diary data to gather micro level realities of the influence of the Games. Our exploration has yielded the following themes highlighting the perspectives of family members regarding the impact of the Olympics on their everyday lives: sense of belonging, access, motivation, inspiration and apathy. The benefits of video diaries are discussed in the context of assessing the impact of Games on these families. Evidence suggests that these visual methods are an invaluable tool for accessing the families' immediate responses to mega-events during the period in which they are hosted. However, the feasibility and complexities of utilising video diaries are presented here, as we consider whether these methods assist researchers to examine the uptake of sports participation and physical activity or simply encourage the researchers to become voyeurs watching the participants, watch the Olympics? The implications for using visual research methods as part of qualitative methods for analysis of the sports participation legacy and the impact of future mega events are discussed.

### 14.50 ***Experiencing the Games; Similarities and differences between the Olympic and Paralympic experience for equestrian athletes***

*Donna de Haan (Amsterdam University of Applied Sciences) & Ian Henry (Loughborough University)*

Equestrian sport has featured in every Ancient Olympic Games since as early as the 25<sup>th</sup> Olympiad and has remained on the Modern Olympic programme since 1900. Para-Equestrian Dressage made its Paralympic debut in 1996. The combined governance of the sport, mixed gender and the potential age range of competitors, make it a unique sport in which to understand experience. This study aims to examine the 'Olympic experience' of an identified team, the British Equestrian team, encompassing both the Olympic and Paralympic teams.

A total of 28 interviews were conducted with members of the British Equestrian Team, including riders, performance managers and support staff. This study adopts a critical realist ontology and epistemology, and employs Ethnographic Content Analysis (ECA) derived from Altheide (1996).

Analysis of the data resulted in the emergence of five themes pertaining to experiencing the games; sporting culture, identity, values, challenges, psychology and performance. We present these themes in a conceptual framework of Olympic and Paralympic equestrian athlete's experience. Our results show many similarities and shared experiences for both the Olympic and Paralympic equestrian athletes. The differences regarding the lived experience for these athletes are predominantly associated with the development of the sport, the relative short Paralympic history of equestrian sport in comparison to the Olympic disciplines, and the place of the games in the context of the riders' career histories. We conclude that there is potential for further application of this conceptual framework of Olympic and Paralympic athlete experience across sport specific and nation specific cases.

#### **Working in sport – room CC00.29A**

##### **14.10 *Practitioner perspectives on identity in elite youth football***

*Tom Mitchell (University Centre Doncaster), Martin Littlewood, Mark Nesti & Dave Richardson (Liverpool John Moores University)*

It has been suggested that a strong, flexible sense of identity may be most suitable for young players to meet their potential and maximise chances of progression within the professional football environment (Nesti & Littlewood, 2009). However, the characteristics of these environments are traditionally associated with notions of dominance, authority and masculinity (Parker, 2001), features that may impede the development of such an identity. The aim of this study was to gain a critical understanding of ideal player characteristics for progression to professional status and to understand the occupational strategies employed to develop such characteristics.

Nineteen youth development practitioners from ten English professional football clubs engaged in deductively developed individual semi-structured interviews to explore perceptions of ideal player characteristics. Interviews were transcribed verbatim and exposed to notions of content analysis (Strauss & Corbin, 1998).

Findings suggested that practitioners demanded players to have a deep self-belief, take personal responsibility for their progression and possess emotional stability. These resonate to the work of Erikson (1968) on identity, and more specifically, knowing who and what you are as an individual. Practitioners employed few strategies to promote such characteristics and acknowledged some characteristics were predetermined and beyond the influence of the club environment. Traditional notions of conformity, discipline and professionalism remain prevalent within these social worlds, which may further promote identity foreclosure (Pepitas, 1978).

This foreclosure may inhibit the development of a strong sense of self which may not provide the optimum platform for players to progress (Nesti, 2004).

14.30 ***An idiographic approach to exploring the personal qualities and experiences of effective sport psychologists***

*Charlotte Chandler (Loughborough College), Martin Eubank & Mark Nesti (Liverpool John Moores University)*

Within the counselling psychology domain, the personal qualities of the therapist have been shown to have a significant impact on the development of the therapeutic relationship with a client, and therefore the efficacy of the intervention (Corey, 2009). Given the development within the sport psychology profession towards utilising approaches grounded in counselling (Hack, 2005), it is important to consider the qualities of psychologists working within the context of high level sport. To fully understand these qualities, their development and their impact upon practice, the current study followed 3 highly-experienced UK-based sport psychologists over a period of 20 months. An idiographic approach was adopted, characterised by viewing the participant as a unique entity and developing an intimate understanding of them through in-depth study (Martens, 1987). Each sport psychologist engaged in a life history interview to contextualise their background and experiences en route to their careers. The practitioners also completed reflective diaries throughout the 20 month period which explored their personal qualities and how these related to their role within the high level sport environments they worked in. Finally, these diaries were examined by the researcher, and subsequently explored in greater depth through a semi-structured interview with each practitioner, tailored to their individual reflections. The presentation will provide an explanation of the data collection and analysis procedures, and outline the findings generated through the use of this idiographic approach to applied sport psychology research.

14.50 ***Examining the relationship between hardiness and perceived stress-related growth in a sport injury context: A qualitative follow-up***

*Jade Salim, Ross Wadey & Ceri Diss (University of Roehampton)*

Salim, Wadey, and Diss (2014) recently reported a positive relationship between the personality trait of hardiness and perceived stress-related growth (SRG), which was found to be mediated by two coping strategies: emotional support and positive reframing. This study aimed to enhance the meaningfulness and interpretability of these findings to better inform the structure, timing and content of hardiness intervention. Underpinned by a post-positivist paradigm, twenty participants were theoretically sampled into high (n=10) and low (n=10) hardiness groups. Individuals participated in semi-structured life world interviews (M age = 23.7, SD = 6.35 years), which were transcribed verbatim and analysed / displayed using composite sequence analysis. Member checking and peer-debriefing was used to bolster the rigor of the findings. In contrast to the participants low in hardiness, those high in hardiness reported that they experienced SRG by initially raising their awareness of and mobilising their emotional support. Particular insights are provided into who they disclosed to, what was said and when they used this support. From disclosing one's emotions, the participants expressed they were able to positively reframe the situation, which, through various processes (e.g., intrusive and deliberate rumination), led to SRG. These findings have important implications for practitioners who work with injured athletes. To develop new perspectives on athletes' journeys to SRG, future research should explore innovative and creative ways to investigate, interpret and represent their experiences.

## Creative Arts Based Submissions – room CC00.12

### 15.30 ***Autoethnographic dance performance: The body inscribed***

*Sukina Khan & Carly Stewart (Cardiff Metropolitan University)*

Whilst dance has been used within the arts as a way of communicating identity and culture (Desmond, 1997), it can be used more critically to connect individuals with wider social issues and injustices such as racism, disability discrimination, homophobia, genocide and war (Jackson and Shapiro-Phim, 2008). Dance tells a story *with* and *through* the body; it has the potential to empower marginalised bodies and voices (Owens Patton, 2011). This said, we can use the medium of dance to do and present research in more expressive embodied ways (Llewellyn, *et. al*, 2011), connecting the audience with these important social issues at an emotional level, more powerful and more memorable than text alone (Schneider, 2005). This autoethnographic dance performance seeks to explore and empower complex intersectional personal experiences related to racism/Islamaphobia, gender and identity. This performance aims to offer the audience an alternative way of ‘knowing’ and thinking about these issues where the dancing body is both a site of sociological inquiry and a method of communication and dissemination. In seeking to open up critical reflexive dialogue between audience-researcher/performer-research/topic, it invites you to think about yourselves in relation to the other (Denzin, 2003).

This piece is funded by Arts Council Wales (ACW) and will be used as a tool to educate, and engage marginalized groups with the arts.

### 15.55 ***Two elite swimmers’ ‘presentation of self’ through Instagram and Twitter and how they might re-produce, negotiate or contest dominant discourse: A sensory presentation***

*Jenny McMahon (University of Tasmania)*

This research utilizes sensory methodologies to present Instagram images and sound excerpts (voices) presented to the general public by two high profile elite Australian swimmers. This research investigation focuses on if and how the two swimmers may contribute to the proliferation of ‘slim to win’ via two social spaces (media and Instagram). ‘Slim to win’ is a deeply entrenched ideology within the Australian swimming culture and is based on the notion that the swimmer body needs to be lean in order to achieve competitive performance. This ideology pervades the culture despite a lack of scientific research. As a result of this ideology, practices such as excessive exercising, low caloric intake and disordered eating became prevalent within the culture.

While ‘slim to win’ was enforced within the culture by coaches and team managers through the use of various practices, recent research revealed that the media has contributed to the proliferation of ‘slim to win’ to outsiders of the culture via photographic images and headlines. Subsequently, the ‘slim to win’ ideology has come to be played out in the everyday lives of people. Attention is now focused on the swimmers and how they might contribute to the proliferation of the message through media sound bites and Instagram images. While the media has been a well represented social space investigated in sport research, the use of Instagram is a form of communication which has seen rapid growth, becoming the most popular photo capture and sharing application, however has resulted in little attention in the research sense. While the author of this research has drawn her own conclusions from the images and sound excerpts, the audience of this presentation may come to alternate conclusions and as such, the researcher’s findings will not be shared until the conclusion of the presentation to limit possible influence.

### 16.20 ***Bodies in space: A remembered trace***

*P. Solomon Lennox (University of Northumbria)*

In a repetitive pattern, my bodily limits are exceeded. Boundaries are permeated, elements expelled, adopted and held secure by the architecture of the space. The boxing gym is as

permeable as the bodies of my participants. I pour into the space. I splatter and spurt onto my training partners. With my gloved fist, I wipe myself out of my eyes, before driving myself into the flesh of my participants. Beneath my feet, dusty wooden floorboards soak up the excess elements of self. The vapors of testosterone perfume the moist air. Cracked mirrors are caked in a mixture of dry and fresh sweat. My bodily boundaries are fluid. I soak into the architecture adding to a remembered presence, a mixing of boxing bodies, coating the interior of the space. Long after I leave, parts of my body remain, as much a part of the architecture as the bricks and mortar of the gym.

I offer a performative proposal, an interrogation of the relationship between bodies and space. I invite participants to join me for a simulated and structured boxing sparring session. In a one-to-one performative event, participants are invited to don protective gear and box me for 2 minutes. I will narrate stories about my experience of bodies and space as I dodge and defend their attacks. The event will provide an interrogation of bodies in space, whilst providing participants with the opportunity to imagine and reflect upon the performance of their bodies within the space of the boxing gym.

### **James France exhibition area**

#### ***'See how they run' Film footage and drawings from Run to Draw***

*Amelia Johnstone, Carly Stewart (Cardiff Metropolitan University) & Jacquelyn Allen-Collinson (University of Lincoln)*

This exhibition is based upon the initial phase of a doctoral research project, which explores in depth the interactions between physical activity and artistic creativity through the concept of simultaneous recreational running and creative drawing. 'Run-to-draw' is a collaborative endeavour in which the researcher creates drawings on Phidippedes, an original engineered product designed by, and worn on the back of, a co-runner. It contains an automatic scroll for drawing and mounted video camera to capture the run-to-draw experience in situ. Here we draw attention to the visual (Phoenix, 2010), displaying some initial artistic drawings and film footage produced over a variety of running contexts and environments. Combining physical recreation and art, these drawings offer a unique form of data where the artistic is a different way of 'knowing' the physical, and the physical invigorates artist creativity. We hope that these drawings amass multilayered meanings and evocative interpretations in those observing them, and offer some insight into the nuanced, sensory dimensions of the lived experience of run-to-draw engagement.

#### ***Vivid artistic impressions of asthma and sporting embodiment***

*Helen Owton (De Montfort University)*

Like other creative analytic practices (CAP), visual images are unique and can evoke particular kinds of emotional and visceral responses. The expansion of the visual arts into interdisciplinary methodological innovations is a relatively new approach. Increasingly, researchers are using visual images, particularly in the field of sport and exercise as a part of data analysis as well as a medium to represent data, often with the intent of confronting and challenging stereotypes and prevailing ideologies that normalise them. Drawings done by the researcher can provide visual interpretation and representation, offering a co-constructed creation developed from the researcher's drawing from the photo elicitation. Whilst some researchers use predominantly photography, researcher-created visual data can be a way of 'gaining orientation' and forcing fieldworkers to engage and empathise with participants. This importance of close engagement and adopting a reflexive approach to researcher created visual data is a pivotal issue. Further strengths of visual research are in creativity, expressivity and uncertainty. The artistic impressions that are displayed were drawn from photos elicited from participants in research on asthma and sporting embodiment. They are represented independently without analysis offering the audience a chance to actively interpret the images of asthma and sporting embodiment and to engage in the debate surrounding visual representations whereby consideration is given as to whether visual data should speak for itself.

## **Peter Harrison Centre for Disability Sport (PHC) research exhibition**

### ***'Are we inspired yet?' Digital stories by youth about sport and disability***

*Andrea Bundon (Loughborough University)*

The London 2012 Olympic and Paralympic Games organising committee adopted the motto 'Inspire a Generation' and promised to "use London 2012 to reach young people across the globe and connect them to sport" with a particular focus on disabled young people. Instead the report *London 2012: A legacy for disabled people* emphasizes how the Games provide an impetus for able-bodied individuals to adopt inclusive practices, rather than specifying how the Games might inspire young disabled people.

The 'Are We Inspired Yet?' project uses digital storytelling as a means of engaging with disabled people aged 12 to 19 and exploring their sport experiences. Through a series of workshops held in schools, community centres, and sports clubs across the UK, young people participate in storytelling circles and receive instruction in digital storytelling techniques. Using a format first pioneered at the Centre for Digital Storytelling in California, they create stories that are one to four minutes in duration and include photos, illustrations and video along with voice over narration. Some of the story topics include: getting involved in sport, 'being inspired' and 'inspiring others', and disability sport pathways.

From a methodological perspective, this project draws on the extant research on digital storytelling in community-based research projects. It extends upon this literature by further considering how 'listening' to digital stories can influence policy-makers and educators.

### **Football and visual ethnography: Understanding the game through supporters' eyes**

*Borja Garcia, Jo Welford & Brett Smith (Loughborough University)*

Qualitative researchers are increasingly recognising the value of innovative methods that incorporate visual techniques, encouraging interactivity between participants, researchers and the data. Auto-photography, the process of handing a camera to participants and encouraging them to document their world through images, can offer researchers powerful insights into lived experience, physical culture, and our social world.

The FREE (Football Research in an Enlarged Europe) project has the primary aim of discovering how football supporters 'live' the game: what it means to their daily lives. As part of the project, 38 football fans were asked to take photographs over a period of 6-8 weeks to show what football means to them. The photographs submitted demonstrate that although football means different things to different people, there are a number of constants: football is a shared, social experience, is associated with joy and happiness more often than despair, and invokes strong feelings of identity and belonging. This positivity around football fandom that supporters chose to show us is in stark contrast to the negative way supporters are often depicted in the media.

This visual-based proposal will present a selection of the images submitted by participants, arranged around the most dominant themes. Their interpretations, as provided to the research teams during photo-elicitation interviews, will be used to give meaning to the images and highlight 'what football means' to the supporter.

### **The reluctant heroes: Spinal cord injury, physical activity and visual representation**

*Anthony Papathomas & Brett Smith (Loughborough University)*

This photography exhibition displays *visual methods data* collected as part of a Coca-Cola funded research project. 10 spinal cord injured participants were invited to take personal photographs representing their experiences of being physically active or inactive. Specifically, participants were asked to take a minimum of 5 photographs reflecting a.) what sport/physical activity means to me; b.) what makes sport/physical activity difficult; and c.) what makes sport/physical activity easier. Participants also engaged in in-depth life story interviews. Drawing on contemporary styles of display, the viewer is taken on a visual journey through the trials and triumphs associated with trying to be active with a spinal cord injury. From inspiring experiences to imprisoning environments,



images are supported by rich personal quotes and academic interpretations. For the first time, this exhibition provides a unique visual insight into the personal perspectives of one of the most inactive populations in society. The biographical photography shows us why an active life can be so great; but also why it can be so difficult.

### **Inactivity, sedentary behaviour and health interventions – room CC00.12**

#### **17.00 *Technology-based strategies to reduce sedentary behaviour and promote physical activity among young people with cystic fibrosis***

*Claire Hanlon, Zoe Knowles, Lee Graves, Stuart Fairclough, Kevin Southern & Pam McCormack (Liverpool John Moores University)*

Background: Reduced lung function decline and enhanced airway clearance gained through daily physical activity (PA) are correlated with increased mortality among Cystic Fibrosis (CF) patients. Nevertheless, lower levels of PA are prevalent among young people with CF compared to age-matched peers. Despite a paucity of research in this area, an understanding of the antecedents of physical inactivity among CF youth is necessary to inform PA implementation and promotion.

Aim: To explore the acceptability, feasibility and effectiveness of technology-based PA monitoring devices including accelerometry and commercial devices.

Methods and Procedures: 9 participants (5 females), aged between 8 and 15 years (M = 11.89 years) were recruited. At phase 1 a semi-structured interview which explored perceptions of PA among young people with CF was conducted. During phase 2 each participant was asked to wear and/or use two of five monitoring devices. Lastly, phase 3 comprised of follow-up interviews with the young people and their CF clinicians to explore the acceptability and feasibility of the PA monitoring devices tested. All interviews were transcribed verbatim, and inductively and deductively analysed. Emergent themes were structured using the Youth Physical Activity Promotion Model.

Outcomes: The findings suggest that perceptions of PA facilitators and barriers reflect those seen amongst mainstream young people without CF. However, some notable differences were revealed relating to the transient nature of the condition, social interaction and treatment modalities.

Conclusion: Recommendations to inform intervention design and for conducting research with, and for this cohort are discussed.

#### **17.20 *Understanding family-based physical activity and health in local communities: Lessons from The People's Family Project***

*Laura Houghton, Andy Smith, Evelyn Carnegie, David Marchant (Edge Hill University) & Mike Salla (Everton in the Community)*

This paper examines a range of theoretical, empirical and methodological challenges encountered during the first stage of a three-phase physical activity and health study undertaken by the authors with Everton in the Community, known as The People's Family Project. The broader study of which this paper is a part investigated family structure and engagement in physical activity (PA) among families with children aged 3-11-years-old living within a one-mile radius of Goodison Park, home of Everton Football Club. The area is classified as one of the most deprived areas in the UK (Department for Communities and Local Government, 2010) with a high proportion of non-nuclear families, low levels of adult engagement in PA (Sport England, 2014), low fitness levels among children (Liverpool City Council, 2012), and particularly high prevalence of obesity and non-communicable diseases. In this paper particular emphasis is placed upon the lessons learned from the first phase of the project, which is being utilized to inform the design and development of a family-based PA intervention delivered in a community football-based setting. In particular, the paper examines the broader insights that can be derived from: (i) the recruitment of participants to the study; (ii) the approaches taken to marketing; (iii) the deployment of qualitative



methods including semi-structured interviews and focus groups held with families in the field (including at the Football Club); and (iv) the methods used to enhance the retention of hard-to-reach families in subsequent phases of the study.

17.40 ***Moving and talking together: Towards an understanding of subjectivities, inactivity and health***

*Louise Mansfield & Tess Kay (Brunel University)*

This paper examines the significance of group talk and participatory (movement) activities in understanding peoples' experiences of physical activity and inactivity. 32 participatory focus groups were conducted between May-September 2013 in a west London borough. We talked and moved with approximately 259 people with diverse socio-cultural profiles. The focus groups facilitated discussions about perceptions and experiences of physical activity and inactivity and barriers to and motivators for active lifestyles. Group talk included movement activities that enabled participants to examine their own sense and experience of physicality and the emotional repertoire elicited by engaging in bodily movement. Our findings identify complexity in peoples' perceptions and experiences of physical activity and inactivity that is shaped by personal biography, socio-cultural context, physicality and emotions; characteristics of a person's subjectivity which cannot be measured or captured through dominant / established physical activity / inactivity measures. The paper argues that the reliance on objective and / or self-report measures of physical activity and sedentary behaviour is problematic to our understanding of physical inactivity because it constructs a simple dichotomy between active and inactive. Examining the meanings people attach to their physically active and inactive lives, through group talk and movement activities, is central to understanding why, when and how people are active and inactive. We conclude that participatory focus groups can develop knowledge and understanding of the complexities of physically active and inactive behaviours important to encouraging active living and to ensuring the effective promotion, prescription and delivery of physical activity for health.

**Phenomenological research – room CC00.21**

17.00 ***Phenomenology and qualitative research: combining the transcendental orientation of phenomenology with the diversities of lived experiences***

*Susanne Ravn (The University of Southern Denmark)*

In different ways philosophers have emphasized that phenomenology aims at accounting for our capacity for being conscious – for example by aiming at describing the *structure* of subjective experiences. Accordingly, phenomenology involves a transcendental orientation. In the domain of qualitative research, researchers involve in describing lived bodies and lived experiences to further explore and understand the diversities of our embodied practices and experiences. The aim of this paper is to present and discuss some of the methodological challenges of combining phenomenology and qualitative methodologies. I will specifically focus on discussing how the transcendental orientation of phenomenological descriptions has the potential to work *through* difference by approaching lived bodies according to their lived situation. The discussion will fall in three parts focusing on: a) how the research design can contribute to making the researcher aware of the diversities within a given field of movement practices; b) how the embodied experiences of the researcher inform the generation of 'data' when involving in participant observations – whether these are performed with a passive or active involvement in the practices; c) how the researcher can handle and 'go beyond' the subjective and situated descriptions in analyses when aiming at accounting for the structure of subjective experiences. In descriptions and discussions I draw on my current research of movement practices related to different kinds and genre of dancing, martial arts and elite sports.

17.20 ***Quest for meaning and authenticity in an athletic career – An existential psychological perspective***

Noora Ronkainen (Aarhus University), Tatiana Ryba (University of Southern Denmark) & Mark Nesti (Liverpool John Moores University)

Despite being an established approach in the parent discipline of psychology, existential psychology has been rarely used in sport studies. This is surprising given that in consultation athletes often talk about anxiety, courage, suffering, sacrifice and spirit, all of which have been extensively theorised in existential psychology (Nesti, 2004). This presentation examines the use of this approach in athletic career research.

To summarise the existential approach, human life involves certain ultimate concerns that are inescapable part of the human condition. These include finitude, choice, search for meaning, loneliness, freedom and limitation. With the emphasis on the perspective of the 'existing individual' (Kierkegaard, 2009, p.62), an existential approach attempts to understand how athletes bring meaning to their careers and the "boundary situations" experienced in the sport including injury, de-selection and other transitions.

In occupational career research it has been suggested that a vocational perspective should be reintroduced as it emphasises the dimension of deeper meaning in work. From this perspective, a career can be understood as a quest for authentic existence (Homan, 1986) which may derive meaning from sources beyond the self and personal profit. Our research suggests that search for authenticity, belonging and purpose are significant aspects of some athletes' career experiences, and therefore should be considered also in athletic career theory.

17.40 ***Talent identification in English youth soccer: Exploring the lived experiences of professional gatekeeper coaches***

Graham Baker, Paul Miller & Colum Cronin (University Of Cumbria)

In contrast to a range of practical models *for doing* Talent identification (TID), literature exploring the practices *of* TID, is less abundant. This study, thus, aimed to provide some qualitative elucidation of actual TID practices among coaches in English youth soccer.

Following ethical approval by the University of Cumbria, an Interpretative Phenomenological Approach (IPA) (Smith & Osborn, 2008) was used to explore the lived experiences of coaches (N=7). Coaches with professional experience (5-13 years) of identifying talent in English Premier League clubs, English Football league clubs, and soccer academies within educational institutions were purposively recruited. Semi structured interviews were conducted with participants. Analysis used standard IPA procedures and yielded four superordinate themes;

1. Talent identification is a multidimensional continuous process, which has potential to (a) move away from de-selection based on one-off measures of performance, (b) understand each player as unique, (c) contribute to appropriate coaching environments.
2. Ability and playing opportunities are contextually influenced judgements. For instance, contextual factors such as injuries influence selection opportunities.
3. 'Perceived Psychological skills' were universally acknowledged as important in the identification of talent.
4. The role of social skills in TID/Talent development is a disputed area. Some coaches perceived that social skills are irrelevant to playing performance. In contrast, others deemed that athletes need a 'rounded' character, but also a social 'edge'.

In conclusion, talent identification is a contextually situated and constant process. Practitioners described notions of talent identification with elements of consistent agreement (importance of psychological skills) but also difference (social skills).

## Cancer and exercise – room CC00.29A

### 17.00 ***Quality of life after childhood cancer: Exploring survivors' lived experience of participation in recreational cycling***

*Christina Butler, Andrea Utley & Shaunna Burke (University of Leeds)*

Background: The purpose of this study was to explore how the lived experience of participation in recreational cycling shaped the quality of life (QoL) of childhood cancer survivors over time. Methods: A multiple case study approach involving repeated in-depth interviews over a three month period was used to explore changes in childhood cancer survivors' (N=4) perceptions of their QoL. Interviews focused on three broad QoL domains (i.e., physical well-being, psychological well-being, social well-being). A cross-case analysis was used to emphasize themes that illustrated the survivor's shared experiences of QoL in the context of cancer and recreational activity. Results: Participation in recreational cycling positively shaped children's perceptions of their QoL through their experience of (a) gaining strength and physical fitness; (b) overcoming fatigue; (c) facilitating social connections and; (d) enhancing physical self-efficacy and feelings of normalcy. Conclusions: This study provides a context for understanding the role that recreational cycling plays in the lives of children post-treatment. It is important to continue advancing our understanding of unstructured activities that prioritize enjoyment, adventure, and autonomy and may also help children develop and improve their lives post-cancer.

### 17.20 ***Exploring the lived experience of adhering to a pre-surgical exercise training program for patients with advanced rectal cancer: A phenomenological study***

*Shaunna Burke (University of Leeds), Sandy Jack (University Hospital Southampton NHS Foundation Trust), Mike Grocott (University of Southampton) & Malcolm West (Aintree University Hospitals NHS Foundation Trust)*

Background: The aim of this study was to explore the lived experience of adhering to a six week pre-surgical exercise training program among patients with advanced rectal cancer. Methods: Patients (N = 10) participated in a semi-structured in-depth interview prior to (0-weeks), midway (3-weeks), and at completion (6-weeks) of an in-hospital pre-surgical exercise training program. The main topics of the interview were overall impression of pre-surgical exercise training and views on factors influencing program participation overtime. Data were analyzed using a phenomenological approach. Results: The overall impression of the program was positive. Adherence to training sessions was 98%, and none of the patients dropped out of the program. Factors underpinning program participation included: (1) peer-group training: a sense of camaraderie; (2) in-hospital supervised training: feeling safe and supported; (3) flexible scheduling: experiencing autonomy and choice and; (4) fixed exercise sessions: a sense of structure. Conclusions: Pre-surgical exercise training was viewed as being both an acceptable and feasible prehabilitation option for patients with advanced rectal cancer. Interventions must be designed and tailored to meet the needs of this population to help foster program adherence.

### 17.40 ***(De)constructing 'the every-woman at risk': A critical discourse analysis of pink ribbon, Run for the Cure and breast cancer representations in Canadian news media***

*Kerry McGannon (Laurentian University), Tanya Berry, Colleen Norris & John Spence (University of Alberta)*

The pink ribbon has emerged as a symbol of breast cancer awareness, hope, personal and corporate responsibility and research funding efforts (King, 2004). Cultural analyses of the pink ribbon have revealed that associated meanings and cause marketing in the *Run for the Cure* further serve political and corporate interests (King, 2006). The campaign also paints a limited picture of breast cancer through use of imagery and identity categories (e.g., 'heroic survivor') within a specific gender, race and class (Sulik, 2011). Such representations are not

reflective of how the disease impacts women's lives and have implications for how disease risk is 'constructed', perceived and acted upon by the public (Amaya & Peterson, 2004; Sulik & Eich-Kroh, 2008). This presentation extends previous research into the Canadian context via a critical discourse analysis exploring the meanings and potential effects (e.g., psychological, ideological) of the Pink Ribbon campaign and the *Run for the Cure* and breast cancer stories in Canadian National news media. Analyses of 23 articles and 17 advertisements/public service announcements collected October, 2012 revealed age (i.e., under 45 years) as the primary organizing factor which culminated into constructing the 'every woman at risk' within biomedical, empowerment and risk awareness discourses. The 'every woman at risk' had implications for: 1. meaning(s) of what breast cancer "is", 2. who is at risk for breast cancer and 3. personal strategies to minimize one's risk. Findings are contextualized within consumerism, who and what is excluded from the discursively constructed 'every woman at risk' and the implications.

## Tuesday 2<sup>nd</sup> September

### Keynote Presentation – 9.00 room CC00.12

#### ***Beyond qualitative interviews: in favour of analysing online data relating to physical activity and embodiment***

*Brendan Gough (Leeds Metropolitan University)*

I begin with some reflections on the current state of qualitative research (with particular reference to psychology), pointing to some key issues (sanitisation, naïve realism/post-positivism, 'methodolatry') and advocating an eclectic, constructionist, psychosocial stance. I then consider the problems and merits of using qualitative interviews, with reference to research on physical activity. While extolling the virtues of qualitative interview research, I nevertheless argue for more engagement with qualitative data online, which are naturalistic, interactive and rich. I focus on recent work featuring online discussion forums regarding different body projects – one for men wanting to lose weight, and one for male users of ephedrine, a substance associated with weight loss (and side effects). I argue that this data can help shed light on the construction and negotiation of embodiment, social support and masculine identities. More generally, I suggest that qualitative researchers within sport and exercise science might reflect more on the range, epistemology and criticality of qualitative methods adopted.

### Symposium 1 – 10.00 room CC0.12

#### ***From planning to evaluation: The application of qualitative methods for improving the impact of training programs***

*Jennifer Cumming (University of Birmingham)*

Training programs form an integral aspect of sport and exercise sciences, whether this is an applied service delivered to a client or part of a research agenda. Regardless of its nature and purpose, a systematic approach to planning and evaluation of the training process is merited. Drawing from frameworks commonly used in business and medicine, the symposium will illustrate how qualitative methods can be employed to identify training needs, provide evidence for training effectiveness and transfer, and inform decisions about future implementation of training from the viewpoint of multiple stakeholders. The first presentation will introduce the symposium and review principals of training program design and evaluation. The second presentation will discuss the importance of conducting a training needs analysis, as demonstrated by using focus groups to plan a mental skills training program for disadvantaged youth. The third presentation will explain how a semi-structured video diary room methodology, as exemplified by outdoor adventure courses to develop teamwork skills, can be used to encourage participants to reflect on their learning during the training. The fourth presentation will then focus on engaging multiple stakeholders in the ongoing evaluation of a mental skills training program conducted with football players from a premier league training academy. The final presentation will employ an action research approach to show how evaluation of the Speed BSc informed subsequent iterations of this novel induction program for first year undergraduate students.

#### **Paper 1 *From planning to follow-up: The application of qualitative methods for evaluating different phases of training programs***

*Jennifer Cumming (University of Birmingham), Mark Holland (Newman University), Sam Cooley, Mary Quinton & Victoria Burns (University of Birmingham)*

Qualitative methods offer a flexible, efficient, and rich source of evidence for evaluating phases of a training program. *Planning* begins with identifying desired outcomes and the specific knowledge, skills, and attitudes that would enable these to occur. Pre-training evaluation assesses the needs of targeted recipients and how these can be best met. The *implementation* phase provides an opportunity to gauge initial reactions and if learning has taken place. The *follow-up* phase is for demonstrating program effectiveness,

documenting change, and gathering feedback to inform decisions about future implementations. Effective evaluation needs to be ongoing, aligned with the desired outcomes, and considerate of the views of different stakeholders invested in the program. Moreover, methods should be appropriate for the aims (e.g., research vs. applied practice) and stage (e.g., feasibility/pilot vs. full trial) of the program, while also bearing in mind the pragmatic constraints regarding time and resources. This talk will outline how a systematic approach can be used to design and evaluate training using guiding frameworks, including Kirkpatrick's (1994) model of training evaluation, Plan-Do-Study-Act (PDSA) Model for Improvement (Langley, Nolan, & Nolan, 1992), and Baldwin and Ford's (1988) model of training transfer, as well guide selection of the qualitative methods employed.

Paper 2 ***Identifying training needs: A case of disadvantaged youth***

*Mark Holland (Newman University), Jennifer Cumming & Mary Quinton (University of Birmingham)*

The first stage of any training program should be the identification of the participants' needs; for example, in the case of designing a mental skills training program for homeless youth living in sheltered accommodation. While a large literature exists examining the efficacy of training programs, little is reported on how these programs are designed and few guidelines exist on how to conduct such an analysis. A systematic and comprehensive needs assessment aims to understand the goals, challenges, training preferences, and expectations of all stakeholders invested in the program. The process of conducting this analysis also promotes the development of relationships and the breaking down of barriers between trainers and participants. This study employed focus groups with potential program participants, youth leaders, various types of support staff, and executive staff. The semi-structured interview guide was designed to promote discussion on the goals of participants while in the organization, the desired psychosocial competencies of participants, the challenges they must overcome in pursuit of their goals, the existing strengths of participants, and what current support services participants find engaging and useful. Results demonstrated a range of findings that otherwise would not have been understood by the trainers following traditional literature searches. Furthermore, the broader understanding of the organisation and cultural knowledge gained through informal meetings throughout the process provide a rich understanding on which to build and evaluate the training. Results are to be discussed in terms of lessons learned and recommendations for conducting future needs analyses.

Paper 3 ***"I'm a student, get me out of here!" - Reflecting 'in action' with a video diary room: The case of an outdoor adventure teamwork skills course***

*Sam Cooley, Jennifer Cumming (University of Birmingham), Mark Holland (Newman University) & Victoria Burns (University of Birmingham)*

Inspired by reality television shows, video diary rooms are used within educational, health, and corporate sectors to evaluate learning experiences, conduct service evaluations, and gather customer feedback. A video diary room is considered fun and engaging for participants who, whilst alone in a diary room and in front of a video camera, are able to voice their opinions free from researcher bias. The method also enables experiences to be gathered as they unfold (reflection 'in action'), rather than relying on retrospective accounts (reflection 'on-action'). Despite these unique qualities, video diary rooms have been rarely used in empirical research. On occasions when researchers have piloted this method, it is praised for being "capable of eliciting data that would not otherwise be obtained" (Buchwald et al., 2009, p 12); however, limitations are also reported, such as a lack of control over how participants interact within a diary room,

which has occasionally resulted in poor quality data. In this presentation we explain what a video diary room is and provide recommendations for how it can be implemented effectively. Using an example case study, where we used a video diary room to evaluate students' experiences of an outdoor teamwork skills course (Cooley, Holland, Cumming, Novakovic, & Burns, 2014), we describe how our research group has further developed the methodology to overcome previous limitations. In summary, we found a video diary room to be a simple, yet effective, qualitative research method that can be implemented in a variety of contexts to yield rich data.

Paper 4 ***Engaging different stakeholders in program evaluation: The case of a professional football academy***

Mary Quinton (University of Birmingham), Mark Holland (Newman University), Nia Breeze, Luke Callis & Jennifer Cumming (University of Birmingham)

Sport psychology interventions are typically evaluated from the point of view of the participants. However, much can be gained by accounting for multiple perspectives (e.g., coach, managers, and practitioner), including providing stakeholders with a sense of ownership over the evaluation and increasing "buy-in" to any resulting changes (Anderson et al., 2002). Although previous models of evaluation (e.g., Kirkpatrick, 1994) have been implemented successfully in other areas including business and education, few studies have used a comprehensive evaluation within sports psychology. To illustrate how this might work with qualitative methods, this presentation will discuss a mental skills training (MST) program evaluation that took place within a professional football academy involving players (N = 10), parents (N = 12) and the practitioner who delivered the MST. Based on a needs analysis, the program aims were to increase self-awareness and knowledge about psychological aspects of football. Evaluation was conducted through a focus group, individual interview and informal discussions. Semi-structured interview guides centered on reactions to training, determining what was learnt, and changes to behavior both in the sport setting and other life domains. Inductive content analysis indicated that despite some negative attitudes and disruptive behavior during the sessions, participants reflected upon the program favourably and had enjoyed the activities. The evaluation also suggested aims were mostly met (e.g., increased self-awareness of own strengths and weaknesses) but areas of improvement existed for future implementation. These recommendations differed according to stakeholder perspective, emphasising the importance of including multiple perspectives in program evaluation.

Paper 5 ***Evolving training programs: The case of Speed BSc***

Victoria Burns, Emily Novakovic & Jennifer Cumming (University of Birmingham)

Traditional evaluations of training courses in higher education often solely comprise feedback forms completed straight after the experience to gauge student reactions and learning. Although useful, these immediate responses do not capture later reflections that emerge when students have had the opportunity to try out their new skills. This may be particularly problematic when training is delivered to relatively inexperienced students, who may not fully understand the extent to which the learning will be useful to them in the future. Instead these forms can be biased by relatively superficial perceptions of whether the training was enjoyed and the quality of the facilities. By including longer term follow-up evaluations, we can better understand the learning process, and use this information to further refine the training design. This talk will use the example of our new interactive induction program for undergraduate students, known as the Speed BSc. Instead of the traditional lecturer-led introductory talks, this program involves a series of group work activities designed to help students to find

information, solve problems and complete tasks that are representative of those that they will face during their degree program. The talk will illustrate how initial perceptions of training changed over time, and how this was used to further develop the program for future years. It will also emphasise evaluation as an on-going iterative process, involving multiple stakeholders (including past students and staff, as well as the current undergraduates), to ensure that the training continues to evolve to meet the needs to all involved.

**Discussant: Jennifer Cumming (University of Birmingham)**

## **Symposium 2 – 10.00 room CC00.21**

### ***Pluralistic qualitative data analysis in theory and practice***

*Nicola Clarke (Loughborough University)*

This symposium aims to stimulate debate and discussion in relation to a contemporary approach to qualitative data analysis. Methodological pluralism describes the use of multiple methods of qualitative data analysis within the same study (Barnes et al., 2014). Advocates of this approach adopt the position that different forms of knowledge produced through diverse methods may be viewed as complementary, rather than mutually exclusive (Frost et al., 2011), and that pluralism has the capacity to produce multiple, complex and varied understandings of phenomena, avoiding reductionism (Kincheloe & Berry, 2004). However, concerns have been raised that methods should not be combined when the paradigms which underpin methods are incompatible, as findings produced from opposing theoretical positions may be rendered incommensurate (Lincoln, Lynham & Guba, 2011). To contribute to this debate, this symposium presents diverse approaches to applying methodological pluralism in qualitative research. We discuss the potential of pluralism to contribute to knowledge in social science and reflect upon the innovative ways in which we have aimed to address theoretical tensions. For researchers wishing to engage in methodological pluralism, we share our experiences of the practical application of multiple methods to the same data set, and discuss how this can enhance reflexivity. We conclude this symposium with an open discussion geared towards implications for practice and potential directions for future research.

#### **Paper 1    *A meta-study of methodological pluralism in qualitative research***

*Nicola Clarke, Martin Willis, Jemima Barnes, Nick Caddick, John Cromby, Hilary McDermott & Gareth Wiltshire (Loughborough University)*

This paper introduces the concept of methodological pluralism – the application of more than one qualitative method to analyse the same data set – by presenting the findings of a qualitative meta-study (Barnes et al., 2014). Through a critical review and interpretation of the theory, application of methods and production of findings in ten qualitative studies that had adopted methodological pluralism, we present an overview of the advantages and challenges that this approach provides. The potential of pluralism to produce multiple, complex and varied understandings of phenomena will be contrasted against the tension regarding the commensurability of findings produced from diverse theoretical frameworks. For researchers interested in engaging in a pluralistic analysis of data, the influence of decisions made in the practical application of pluralism and the possible approaches to interpreting findings produced from multiple analyses are discussed.

#### **Paper 2    *A methodological reflection on the application of qualitative pluralistic research***

*Deborah Rodriguez & Nollaig Frost (Middlesex University)*

Pluralistic qualitative research is a way of looking across differences in paradigms, techniques and practices to find out more about the worlds we inhabit. It calls on researchers to make explicit their choices in selecting and combining methods of inquiry



to enhance the credibility of the research process and its outcomes. Working as a member of a team in which the researcher brings one methodology to combine with those brought by others can enforce transparency in the accountability and rationale for use of methods and methodologies. However team working is not always possible and researchers often work alone, pluralistically. This paper asks whether, and how, it is possible to work across paradigms and methods as a lone researcher, and whether it is ever truly possible to put ones favoured worldview to one side in the name of pluralistic endeavour.

**Paper 3 *Integrating narrative and phenomenology in qualitative research practice***

*Nick Caddick & Brett Smith (Loughborough University)*

In this paper, we reflect on a pluralist analysis of qualitative data describing the effects of surfing for military combat veterans. This pluralist approach is intended to highlight the experiences of my research participants as multi-dimensional and complex; that is, as experiences that defy reduction to one particular methodological framing or theorisation. We describe an attempt to pursue a theoretical integration of narrative and phenomenology as a way of better understanding the complex forces at play in producing the veterans' subjective experiences. The veterans' experiences of surfing are thus understood as both structured by stories that circulate outside them and simultaneously generated through their embodied, multi-sensorial engagement with the natural world. Without claiming to resolve epistemological tensions between narrative and phenomenology, we describe how an integration of these two analytical approaches offers a useful perspective for researchers interested in pluralist forms of analysis. Further, we discuss some of the challenges involved in undertaking this theoretical integration and highlight potential limits of the approach. We conclude by highlighting the implications of our work for qualitative pluralism and for understanding the complexity of human subjectivity more generally.

**Paper 4 *A dual analysis approach to focus group interview data***

*Nicola Clarke, Chris Cushion & Chris Harwood (Loughborough University)*

A distinct advantage of focus group interviewing is the opportunity this method provides for generating interaction between participants. Listening to multiple perspectives on a phenomenon can stimulate reflection, and participants can share and elaborate on views in response to questions, agreement or disagreement from others (Tomkins & Eatough, 2010). However, a focus on interaction is often neglected in the analysis of focus group data, which risks producing potential misleading interpretations (Wilkinson, 2006). This paper presents a dual analysis approach that was developed in order to attend to both the experiential and interactional aspects of data produced from multiple focus group interviews with five elite young footballers about their experiences of interaction with their parents. A lifeworld phenomenological analysis (Ashworth, 2003) and conversation analysis (Sacks, Schegloff & Jefferson, 1974) were used to examine the data from distinct yet complementary perspectives. Using this approach allowed for a more complex understanding of players' experiences to be produced, as examining the group interaction illuminated how players co-constructed meanings and made sense of their experience of playing football together. Reflections on addressing the challenge of demonstrating the commensurability of findings produced by different analytical approaches, and the practical experience of performing dual analysis within the same study are provided.

**Discussant: Nollaig Frost (Middlesex University)**

## Gendered bodies – room CC00.29A

### 10.00 ***Researching 'big' men attending weight management programmes: A reflexive account of a Spanish female ex-athlete***

*Lorena Lozano (Leeds Metropolitan University)*

Background: Western societies have traditionally acclaimed 'big' male bodies as healthy, attractive and masculine. As a consequence, it has been suggested that 'big' men are unaware of their weight problem, don't talk about it, and don't engage in weight management programmes. Thus, evidence of successful approaches to engage men in health related activities is currently conspicuous by its absence.

Methods: in this impressionist tale, I (Spanish female ex-athlete) reflect about my experiences of engaging 'big' British men who were attending weight management programmes in discussions about health, physical activity and diet.

Results: building trust and rapport was a key element that helped me as researcher to (a) become accepted by a group of 'big' men and (b) engage men in discussions about their experiences of weight management, including physical activity and diet. My personal ascribed characteristics influenced my interactions with the men and the data collected.

Conclusions: a reflexive awareness of how 'big' men engage in discussions about health is needed to improve the design of health improvement interventions aimed at men. My self-reflection of how I have reached the 'unreached' shows that men do care about their health when the style and content of the approach used is acceptable for them.

### 10.20 ***The game of (your) life: Professional rugby careers***

*Christine Coupland (Loughborough University)*

This study uses Bourdieu's concept of habitus in order to understand the career considerations of professional rugby players. Taking the perspective that a professional sport's person regards their sport-craft more like work and less like leisure it is timely to consider how this; embodied, temporally short, publically performance-measured, ultimately degenerative, career is given credibility by those who are engaged in it at an elite level. How this is achieved may be explained by drawing upon Bourdieu's key concepts and applying them to the empirical material collected during an ethnographic study of the members of one, UK based rugby league team who at the time of the study played at the super league level (the highest level in the UK).

The analysis illuminates the rugby players' collaborative practices in not considering a career beyond the playing career. Nevertheless, the rules of 'play' have political implications for the participants as their focus on producing the appropriately crafted, embodied, performance does not incline them to look at, or question, the material and political circumstances of their lives and the end of their playing career is rarely given serious consideration.

With reference to the context in which the club is located, where former heavy industry has declined, this, albeit temporary, sojourn into a physically hard, body damaging, but undisputedly masculine environment appears to bring sufficient reward, the logics of which make sense to the members who retain an overriding desire to remain within the industry that celebrates their physical literacy.

### 10.40 ***In the name of the nation: Taiwanese female athletes under martial law***

*Ying Chiang (Chihlee Institute of Technology)*

In the arguments of sport and nationalism in Western culture, women were mostly seen as a figure trapped in a marginalized position vis-à-vis men. However, as a product of modernity, modern sport was, bearded the history of Western culture. It is important for non-western researchers to contrast their localized and gendered discourses on the same issue with their western counterparts. Recently, more and more Taiwanese scholars

proposed to view social issues from a local perspective, based on native cultural and historical experiences. In this essay, I adopt this perspective to elaborate the representations of 'women and sport' in Taiwan before the enforcement of Martial Law (1946~1973). The history of Taiwan is a microcosm of the regional history of East Asia. It is a history not just wrought within intra-regional countries but also significant Euro-American powers. A contextual, gendered and historical research is very important for the understanding of concepts of sports in East Asian societies. The aim of this essay is to achieve a localized methodological turn of gender in sport sociology. In doing so, multiple genres of texts, including newspaper, TV programs, governmental publications and speeches of the then-President Chiang Kai-shek, were collected. Critical discourse analysis was adopted in attempt to build the contour of the collective memory of women and sport in Taiwanese society. Biographies and interviews of the most important female athletes in Taiwanese history, Chi Cheng, were also included.

11.00 ***'I think the BMI hit a lot of people on the course because it's no' something you get done all the time': Men's reactions to receiving objective feedback on their body weight, BMI and other health-risk indicators (evidence from men participating in Football Fan's in Training (FFIT))***

*Craig Donnachie, Kate Hunt & Sally Wyke (University of Glasgow)*

There is some evidence that knowing one's body weight, body mass index (BMI) or other indicators of health-risk can prompt behaviour change. However, few studies have investigated why this may be or what reactions people have to receiving feedback when having such objective measurements in research and other settings.

We report on findings of a qualitative study investigating perceptions of receiving personalised feedback on objectively measured health indicators (i.e., weight, waist, BMI and blood pressure) in overweight/obese men, aged 35-65 taking part in Football Fans in Training (FFIT), a 12-week, gender-sensitised group weight loss and physical activity programme, delivered via Scottish Professional Football League (SPFL) clubs.

11 SPFL clubs delivered FFIT to 203 men in February-April 2012. At the beginning of the programme men were measured and told their height, weight, waist circumference, BMI and blood pressure. Semi-structured telephone interviews (N=28) were conducted to explore experiences of receiving objective feedback and subsequent impact on behaviour. Many men explained they were anxious or apprehensive about being measured, particularly because they anticipated they would be shown to be overweight. Some men used emotive language, including shock or even disgust, to express how receiving feedback on their measurements made them feel. For some of the men receiving information on objectively measured health-risk indicators (i.e., body weight, waist, BMI or blood pressure), before taking part in the programme were some of the most important prompts for action (i.e., increases in physical activity and dietary behaviour change) during the 12-week programme and perhaps beyond.

11.20 ***Gender assimilation in the name of performance: Three adolescent female athletes' experiences in a sporting culture***

*Jenny McMahon (University of Tasmania)*

This paper contributes to sport, sociology and body literature by exploring three athletes' gendered experiences within a sporting culture. Specific attention will be focused on the cultural positioning of the adolescent female body by investigating if and how gendered body practices were enacted within a sporting culture. Utilizing narrative accounts, the three adolescent female athletes articulate specific body practices that they were exposed to and/or engaged with in relation to their gender and in the name of performance. Their individual experiences reveal how they were encouraged to transform their female

body to a masculine shape considered ideal all for the sake of competitive performance. Growing breasts, having a bum or menstruating were deemed unacceptable for these three female adolescents and they were subsequently disciplined if their bodies did not resemble that of a male athlete. Coaches and team managers exercised *disciplinary power* (Foucault, 1977) by 'normalising' 'regulating,' 'classifying' and 'surveilling' the adolescent female body for the sake of performance goals.

While this research is only limited to three adolescent accounts, it may not represent nor resonate with the experiences of all of the other athletes immersed in this sporting culture. It does, however reveal an essential awareness to the ways in which gender is acted upon within a sporting culture, in terms of understanding the social underpinnings including conversations, pedagogy and practice and their subsequent effects.

### Poster Presentations 13.10 – 14.00 – James France exhibition area

#### ***Virtual sports governance: A figurational analysis of social network development and transformation during the 'Workplace Challenge' online programme***

*Alice Carter, Adam Evans, Geoff Middleton & Dan Bishop (University of Lincoln)*

County Sports Partnerships (CSPs) epitomise the change from a government to governance approach in UK sports provision as their operation relies upon building networks and partnerships. This study evaluated a CSP led physical activity programme in the East of England entitled the 'Workplace Challenge' (WPC). The WPC utilises a website designed to engage people from workplaces in physical activity. Employees self-record their physical activity over an eight week period, with points awarded on the programme website for activity completed. The programme seeks to promote a peer-challenge culture with the provision of online leader boards and an interactive virtual platform. A figurational framework was employed to investigate how networks of real and virtual relationships operating at all levels of service delivery influenced programme uptake, participant engagement and programme efficacy. Interviews and social network analysis investigated the reach and uptake of the programme throughout these networks. The notion that humans should be considered interdependent plurals existing in fluid and dynamic power networks, or figurations, was principally applied in order to uncover how the messages promoted in the WPC were propagated, transformed or resisted by participants through both virtual and face-to-face networks of relationships. Findings indicated that embodied social relationships within workplaces created a competitive atmosphere, which motivated increases in physical activity and strong programme engagement. Where participants relied upon 'virtual' relationships with other participants the programme had weaker uptake and reduced influence on physical activity levels, indicating the importance of peer support and the power of peer observation on physical activity choices.

#### ***Coaches' social competencies: Garfinkel, contingency and the ethno-methods of context***

*Charlie Corsby & Robyn Jones (Cardiff Metropolitan University)*

Coaching has come to be increasingly perceived as a social and problematic activity (Jones, Armour & Potrac, 2004; Potrac & Jones, 2009). In the field of sports coaching, scholars have used frameworks provided by theorists such as Goffman, Bourdieu and Foucault to better understand the relationships which lie at the heart of the coaching process. A perspective yet to be adopted is that of ethno-methodology as encapsulated by the work of Harold Garfinkel. Garfinkel's (1967) work explores how people respond to circumstances in which they find themselves through the use of reasoning procedures and shared knowledge. This, in turn, allows for an increased understanding of social relationships and subsequent actions (Jones et al., 2012). The principal purpose of this poster is to outline the basis for an ethnomethodological investigation into sports coaching, to examine the taken-for-granted social rules of coaching practices. Through an ethnographic case-study of a semi-professional football team, the study aims to deconstruct the everyday interactions and shared understandings inherent in the social activity of coaching. Particular attention will be paid to the

rational properties of conduct, as well as to the contextual conditions under which such behaviors occur. In relaxing taken-for-granted social rules, the project intends to investigate how coaches utilise and manipulate their 'social competencies' to achieve desired ends (Jones et al., 2012; Lemert, 1997): that is, how coaches manage, manipulate and influence face-to-face interactions and context to improve the learning and development of athletes (Jones et al. 2004).

***Qualitative analysis of the challenges and constraints in developing and implementing sports policy and provision in Antigua and Barbuda***

*Natalie Darko (Nottingham Trent University) & Chris Mackintosh (Liverpool John Moores University)*

This paper discusses the use of qualitative methods to examine the challenges and constraints of sport policy agenda setting, policy development and sports provision in a small nation of Antigua and Barbuda. Academic research examining sport policy development on the Caribbean focuses upon the larger islands and there is limited research in the smaller eastern Caribbean states. Furthermore, there is a lack of current internal research, and academic material examining sports policy and sports provision.

The project draws upon a thirty in-depth interviews and visual research methods in the form of photo observations. Through this methodology, the purpose of the paper is to allow the voices of those local populations, policy makers, coaches and volunteers to be heard within the context of this study and wider sport research.

The findings indicate sport and physical activity as a contested policy priority, barriers in cross-departmental collaboration, elite sport and performance agenda dilemmas and limitations in third sector human infrastructure and physical facilities. The value of qualitative methods are presented here as we gain access to the local populations' subjective analyses. These methods, temporarily, brings local people back in to the political discussion of sport, from which they have felt excluded. Implications from this small nation context highlight the need for improved public policy problem definition and the need for clarity in agenda setting within tiers of the evolving sport policy community. We suggest that qualitative methods can assist to develop a lack of internal research and rebuild positive relationships between policy makers, local actors and agencies.

***The sports culture in the school from the Program International Inspiration: An exchange Brazil and England***

*Rodrigo Falcão Cabral de Oliveira, Marcelo Tavares Soares de Melo, Marcílio Souza Júnior (University of Pernambuco) & Ricardo Bezerra Torres Lima (Federal Rural University of Pernambuco)*

The present study aimed to analyze the sports culture from the International Inspiration Programme (IIP) between Brazil x England. Methodologically, we conducted a descriptive qualitative research based on the hermeneutic dialectic, characterized as bibliographic and documentary with insertion in the field through semi-structured interviews conducted with teachers/tutor, students/youth leaders and the management of the program. During the phase of treatment and assessment of data, we used the categorical content analysis as theme. We have identified in documents and interviews that the IIP appears as a legacy of the candidature of the London 2012 Olympics Games and proposes the use of the power of sports to transform the lives of children and young individuals in schools and communities around the world, discussing issues such as: leadership, citizenship and social responsibility. We noticed that between the 2008-2011 period the IIP led the participating teachers to reflect on different forms of ownership of the sport based on intercultural education and youth involvement/leadership. As examples: the realization Workshops, Festivals, Competitions and Oriented Breaks aimed at deepening and promoting the sport initiation. We have concluded that these actions proposed by IIP have allowed us to think about the sports teaching on the basis of an expanded curriculum by extrapolating the Physical Education classes, but also enabled us through cultural exchanges between teachers from England and Brazil inserting new sports like Badminton and Rugby in the Brazilian reality. Therefore, the activities proposed from IIP favored punctual changes in the sports culture of the participating Brazilian schools.

### ***Sustained academic achievement in vocational education: A case for methodological pluralism***

*Adam Gledhill (Leeds Metropolitan University) & Dale Forsdyke (York St John University)*

In the UK, formal vocational education and training has arguably grown in both stature and recognition over the past 40 years. Despite this, there is a dearth of literature that shares stories of sustained academic achievement of vocational students in the further education sector, how this achievement was garnered, or the residual impact of further education experiences. This study draws on methodological pluralism to understand the impact of an Action Research project designed by the authors that aimed to enhance the student experience and academic achievement in a vocational sport and exercise sciences course. Principles of co-autoethnography (cf. Bright et al. 2012) are drawn upon to reflect the experiences of two teaching staff associated with an Action Research project conducted with a vocational sport and exercise sciences course within the UK. Student perceptions were collected using interviews, focus groups, and tutorial records which were then thematically analysed concurrently by both authors to co-create a systematic understanding of student perceptions. Finally, follow-up formal and informal interviews were conducted with students who had progressed in to higher education to understand the perceived residual benefits of the Action Research interventions. Statistical analysis revealed meaningful 'value-added' achievement against on-entry predicted grades. Thematic analysis suggests that effective advice and guidance over course choice, enactive mastery experiences, seeking and engaging in social support, effective behaviour change strategies, academic study skill development, and developing a growth mindset during classes have a significant impact on student experiences and achievement. Applied and research implications are discussed.

### ***A qualitative exploration of the information used by athletes to judge the supportiveness of coaches***

*Francesca Gwynne (Southampton Solent University), Tim Rees & Paul Freeman (University of Exeter)*

Perceived social support has been widely investigated within both social and sport psychology; however, we are yet to fully understand how an athlete forms their perceptions of support. The purpose of the present study was to use qualitative research methods to deepen our understanding of the information used by athletes when judging the supportiveness of their coaches. In order to explore how perceived support judgments are formed, semi-structured interviews were conducted with ten martial artists who had recently taken part in a training camp in which they worked with multiple coaches.

According to Rees, Freeman, Bunney and Bell (2012) and Lakey (2010) perceived support judgements are influenced by perceiver, target and relationship components. This states that the trait personality of the athlete, the objective characteristics of the coach and the interaction between the coach and athlete effect perceived support judgements. This previous research was used as a framework when developing the interview guides.

The findings from this study demonstrate that athletes weigh-up information differently when judging the supportiveness of coaches. It became clear that relational influences play a large part in how an athlete judges the supportiveness of their coach. This implies that social support judgements are not based on the quality and quantity of support as previously suggested (Sarason, Sarason and Peirce, 1990), but that other factors play a significant role in the formation of perceived support. The findings from this research deepen our current understanding of perceived support and provide information which has both theoretical and applied implications.

### ***A grounded model of the coaching process***

*Edward Thomas Hall (The University of Edinburgh / Northumbria University)*

The coaching process is a holistic, complex and context-specific enterprise. Thus, we cannot assume the simple transfer of research findings and recommendations from one situation to another. Yet, at the same time, there are sufficient similarities in what coaches do that allow them to be

distinguished as coaches. Partly as a result of this paradoxical similarity and difference, the development of a universal model of the coaching process has been a popular but highly criticised endeavour. Consequently, the field of coaching lacks a theoretical framework around which its fragmented knowledge can be organised. This poster presents a new grounded model of the coaching process, developed during a longitudinal, mixed-methods case study of an “apex” rugby union coach. The grounded model helps to make sense of the complexity and scope of the coaching process in this one case, and serves to frame richer insights into the operational interactions of its components during the messy realities of coaching practice. In this sense, it is not promoted as a universal model of coaching, but as a heuristic device intended to contribute a much needed context-specific portrait of the coaching process. The extended value of the grounded model is to offer a framework for examining agreement and variation in other contexts, and thus to the development of a morphology of coaching as a recognisable but ill-defined enterprise.

***Research ethics within the study: Fitness professionals’ talk of health and orthorexia nervosa***

*Linn Håman (University of Gothenburg, Halmstad University), Natalie Barker – Ruchti, Göran Patriksson & Eva-Carin Lindgren (University of Gothenburg)*

Fitness center activities have gained popularity. One central role fitness staff members have is to help participants to become or maintain health and fitness. In recent years, a new phenomenon – orthorexia nervosa, which M.D. Bratman coined in the late 1990s – has emerged. He termed orthorexia as “a fixation on eating healthy food”. Research has mentioned that participants in sports and fitness activities may be at higher risk of becoming orthorexic. Since the late 1990s, orthorexia has been noticed, also in Swedish newspaper articles. In so doing, the ‘condition’ has evolved to include fanatic exercise and eating behaviours. Fitness professionals might thus work with individuals that are considered to suffering from orthorexia. The purpose of this presentation is to elucidate and problematize ethical issues that are raised during the research that deals with personal trainers and group fitness instructors talk of health and orthorexia. The material will consist of four focus groups with 18 fitness professionals that work in Swedish fitness centers. It will be carried out as a qualitative study. This study raises ethical issues, including for instance: a) by focusing and giving attention to orthorexia, the study may contribute to categorizing “the problem”, as well as enlarge it. This paradoxical situation as the aim is to contribute scientific knowledge that can problematize orthorexia; b) the challenge to manage and balance a critical approach without causing harm (e.g. introduce orthorexia to fitness professionals who might have an erroneous perspective of and/or have little knowledge about orthorexia) (cf. Halse & Honey, 2005).

***The impact of a pre- and post-shot routine on sport performance***

*Denise Hill (University of Gloucestershire), Christopher Mesagno (Federation University) & Stewart Cotterill (University of Winchester)*

Though empirical evidence remains equivocal, the pre-performance routine (PPR) is posited as a beneficial strategy for athletic performance. PPR’s may increase concentration, motivation and perceived control, whilst reducing negative introspection, arousal, debilitating anxiety, and choking under pressure (see Cotterill, 2010; Mesagno, Marchant, & Morris, 2008).

To date however, limited research has been directed towards the impact of a post-performance routine (POST) on sporting performance. Hill, Hanton, Matthews, and Fleming (2010) are amongst the notable exceptions, and found within their study of elite golfers, that those who excelled under pressure performed a POST consistently. It tended to contain a constructive task-related reflection and a behavioral response (i.e., removal of glove), which allowed the golfers to maintain self-confidence after performance errors and prevent distraction.

The purpose of the current study was to extend the literature by examining the effect of PPR’s and POST’s on tenpin bowling performance during real-world competition. After 36 participants completed a four-week intervention training programme (PPR, POST or BOTH) performance scores were collected, and the impact of performance routines were explored at length through individual

interviews. The interview data were analyzed through qualitative content analysis (see Schrier, 2012), which revealed both the PPR and POST improved performance as a result of enhanced attentional and emotional control, self-awareness, self-confidence, and motivation. The PPR was also found to enable a sense of readiness and perceived control. The findings offer further support for the benefits of PSR's, and provides evidence that POST's can also facilitate athletic performance during real world competitions.

### ***Reflecting forwards: Where to now with reflective practice research?***

*Emma Huntley (Edge Hill University), David Gilbourne (University of Hull), Brendan Cropley (Cardiff Metropolitan University), Andrew Sparkes (Leeds Metropolitan University) & Zoe Knowles (Liverpool John Moores University)*

Over the last decade, the sports domain has become increasingly focused on reflective practice as a technique for practitioner development. Research in this area is becoming more widely accepted and now features within UK-based professional training curricula. Findings from a recent study (Huntley et al, under review) reported that, UK researchers dominate the sport-based reflective practice research influenced through the specific discipline of sport psychology and the use of qualitative methods. Furthermore, it is suggested that there is a lack of understanding surrounding the concept of reflective practice. Conversations with international sport psychology colleagues aimed to contextualize these findings, and provide a global 'push' towards research and dissemination of such material. The need for evidence as to how practitioners develop the 'skill' of reflective practice is also considered, with an outline of the forthcoming longitudinal research to be conducted. Data presented will outline the nature and content of these exchanges, concluding with a summary of future directions for that of reflective practice research.

### ***Critical reflection in elite sport – experiences of developing coaching expertise***

*Tabo Huntley (Liverpool John Moores University)*

Within elite sport, coaching expertise is typically measured by athletes' performances, a history of developing athletes and gaining high-level qualifications. However, Cote and Gilbert (2009) frame coaching expertise alongside effectiveness thereby amalgamating the application of knowledge to improve athletes' competence, confidence, connection and character within a given context. Therefore effectively applying coaching knowledge is learnt through professional experiences, observations, coaching theory and education (Nelson & Cushion, 2006). Given the multiple ways coaches learn their craft, reflective practice has been identified as an effective method to deepen coaches understanding (Knowles et al, 2006). As an elite coach identifying ways to develop my expertise, critical reflection has provided a useful framework for making sense of my experiences. One of these experiences occurred prior to the London Paralympic Games where nine months was spent immersed in a world-class coaching environment, being mentored and observing one of the world's leading coaches. Given the context specific nature of coaching, this research aims to provide nuanced understandings of how an immersed coach mentoring experience changed current practice.

### ***From source to sea: A personal exploration of meaning and the Mississippi***

*Martin Jones (University of Gloucestershire) & Kev Brady (Gloucester)*

The purpose of this study was to explore experiences of paddling the Mississippi river from source to sea. Kev set out on his adventure from the source of the Mississippi on September 15<sup>th</sup> 2013 and finished in the Gulf of Mexico 146 days and 2350 miles later. Kev endured an extreme weather event, the 2013-2014 North Polar Vortex that pushed cold-air and snow along the path of the Mississippi. Few people have paddled the entirety of the great river in such extreme conditions. Throughout his adventure Kev generated diachronic data through a 356-page diary and a series of videos. Following ethical approval, Martin interviewed Kev to stimulate reflection on the purpose of his adventure. We conducted a thematic analysis (Braun & Clarke, [2006] *Qualitative Research in*



*Psychology*, 3, 77-101) of the data and developed five themes that described Kev's experience: a) the cold, b) injury and pain, c) loneliness, d) embracing new things and accepting failure, and e) the river angel network. Kev discussed the meaning of each theme in terms of his transformative experience. Kev's story illustrates personal development through adventure and the elaboration of purpose in life. Kev articulated the purpose of adventure in terms of a personal search for meaning and to contribute to matters larger than the self (Damon et al. [2003], *Applied Developmental Science*, 7, 119-128). For Kev the purpose was to grow through adventure, to raise money for charity, and to inspire children to seek adventurous physical activity.

### ***Do elite event riders use scientific training principles to prepare their horse for competition?***

*Victoria Lewis & Sarah Dixon (Hartpury College)*

Introduction - Sports research suggests most athletes utilise a training programme incorporating scientific sports theories to enhance and organise their training to prepare for competition. However, the training programmes used by elite event riders for their horses have not been researched. The aim of this study was to determine the use of training programmes by elite event riders and to investigate whether scientific sports principles are used to prepare their horses for competition.

Material and methods - The participants consisted of 5 elite event riders who have completed CC1\*\*\*\* level events. Semi-structured interviews were the selected study method for data collection to solicit the experiences and opinions of the participants in regard to elite event horse training programmes. The interviews were analysed using content analysis and the results were presented using a thematic structure form.

Results and Conclusions - The three main categories the themes identified from the data fell into were 'Meet physiological demands of eventing', 'Training Programme Design' and 'Periodization' indicating elite event riders undertake training incorporating scientific training principles to enhance the horse's performance. However each rider's training programme was different suggesting there is not a strict, set programme elite event riders use. The highest recurring themes revealed by the data was 'specificity to the individual horse' and 'specificity to competition' therefore ensuring maximum preparation for the demands of eventing. Periodisation of an elite event horse's training programme is utilised with the results suggesting a two peak periodisation model is often used by elite event riders to accommodate there being two major competitions in the season for an elite event horse.

### ***The mapping grid as a tool to develop and deepen interviews***

*Eva-Carin Lindgren (University of Gothenburg, Halmstad University), Natalie Barker – Ruchti (University of Gothenburg), Annette Hofmann (Ludwigsburg University of Education), Silke Sinning (University of Koblenz-Landau) & Christine Shelton (Smith College)*

Research consistently reveals that few women enter coaching and progress in their careers. Women's football can be considered an exception. Various interviewing techniques are common used research methods to explore career pathways. While these methods have merit in being able to reconstruct life histories, they may be limited in relating social, personal and developmental aspects. Biographical mapping has been proposed as a useful tool to allow research participants to easily note, on the one hand, aspects relevant to their lives, but also for the illustrations to demonstrate how the varying aspects relate to each other. The purpose of this presentation is to illuminate how a mapping grid can develop and deepened interviews with focus on career pathways. In total, 15 top-coaches from Sweden, Germany, Norway, Australia and England have taken part in the study. An interview schedule was prepared in accordance to the broader theoretical perspective that is employed within the project. These questions served as guide for the interview. Additionally, a biographical mapping grid allowed the interviewees to visualize their coaching careers (eg. Wilson, Cunningsham-Burley, Bancroft, 2007). This technique allowed the interviewees to relate their coaching and non-coaching career pathways to their professional learning and personal development, as well as possible difficulties they may have experienced. The grid has proven to be

an extremely valuable method, for both researchers and interviewees. Indeed, for some interviewees, the relationships between pathway and learning only became clear due to the visual representation on the grid.

### ***Understanding coaches' stories of athletic injury: The role of past experiences***

*Laura Martinelli & Melissa Day (University of Chichester)*

Only recently have the psychological consequence of athletic injury been recognized amongst coaches (Day, Bond, & Smith, 2013). This study offers insights that are derived from multiple interviews with a group of diverse coaches who were asked to share their experiences of witnessing or learning of a range of injuries sustained by their athletes. A holistic-content analysis (Lieblich, Tuval-Mashiach, & Zilber, 1998) was used to explore the relationship between events that were experienced by these coaches when they were themselves competitive athletes and their subsequent reaction to athletic injury as a coach. In particular, this study will present the potential implications of their own injury experiences when they later encountered athletic injury as a coach. As such, the poster attends to both the nuanced and broader meanings of a history of athletic injury amongst coaches, and in doing so makes significant contributions to the literature on coaching practice (Callary, Werthner, & Trude, 2012; Cushion, Armour, & Jones, 2003) and our theoretical understanding of reactions to athletic injury (Janoff-Bulman, 1992; Joseph & Linley, 2005).

### ***The evolution of mobile technology in golf. Understanding mobile golf application adoption amongst amateur golfers: Towards a model of technology acceptance***

*Richard Negus (Bournemouth University)*

Mobile Golf Applications (MGA's) have emerged as valuable tools to supplement the golfing experience, whilst increasing the appeal of the sport. Despite the growing acceptance of these technologies, predominantly by male amateur golfers, there exists little understanding of the various factors that determine their adoption.

The goal of this research was to investigate the factors that influence MGA adoption amongst male amateur golfers. Through qualitative analysis, using an in-depth focus group and member checking phase, this study extends the Technology Acceptance Model 2 (Venkatesh and Davis 2000) to explain the determinants of MGA acceptance. The proposed model incorporates the various judgements made by male amateur golfers when adopting MGA's.

The results demonstrate that initial adoption is predominantly determined by subjective norms, through both its effect on perceived usefulness (PU) and intention to use. In addition to task relevance, output quality and result demonstrability, a further four antecedents to PU were added: enjoyment, content, cost and efficiency. Additionally, three antecedents to perceived ease of use (PEOU) were proposed: speed, simplicity and stability. The emergence of substitutable MGA's (competition) and technical improvements (updates) were perceived to moderate repeat usage. Individuals expressed strong intentions to recommend MGA's though subjective norms following positive experiences.

The results suggest that MGA developers should optimise usefulness and ease of use by considering the proposed antecedents. Furthermore, when marketing these innovations, golfers are more likely to respond to cost and social aspects. Recommendations propose that future study should additionally seek to explore the perceptions of female golfers.

### ***Factors of hesitation and collision behaviors in a interpersonal motor task: Qualitative analyses***

*Akane Ogawa, Hiroshi Sekiya & Takuya Endo (Hiroshima University)*

In team sports, it is important to have effective interpersonal coordination between teammates, but sometimes they hesitate to react or collide with each other. These failures of interpersonal coordination have not been studied. The purpose was to qualitatively investigate factors of hesitation and collision behaviors. Thirty-two right-handed university students were randomly assigned to 16 pairs and performed a choice reaction task in cooperation. Participants were told that

either member should push a flashing button as quickly and accurately as possible. After the task, they participated in a semi-structured interview and were asked about their perception, intention and subjective reasons for hesitation and collision behaviors. Qualitative analyses extracted 25 categories. For example, hesitation occurred when there was no consensus about how to deal with the space between them or they saw partner's movement and made way for the partner to push. Collision occurred when they did not care for collision to react faster or they thought that collision was better than hesitation. These results showed that hesitation and collision behaviors involve a mix of factors, such as spatial arrangement, perception, and psychological states.

### ***Conformers, contesters, creators: Re-ordering/re-negotiation of athletic and asthma identities***

*Helen Owton (De Montfort University) & Jacquelyn Allen-Collinson (University of Lincoln)*

Through a phenomenologically-inspired approach, we explore some of the different ways in which sportspeople experience asthma and adopt various 'asthma identities' in sport. Here, we focus upon the centrality of the 'visceral' body in asthmatic being-in-the-world. The bodily disruptions associated with asthma are likely to heighten awareness of the body-self and contingency, and may 'amplify' the ways in which sportspeople listen to their own embodied selves when engaged in sporting action. This may lead to a re-ordering/re-negotiation of athletic and asthma identities through 'emotion work' and 'somatic work'. Drawing upon interview data from non-elite sportspeople ( $n = 14$ ), all of whom had been diagnosed with asthma, ranging in degree of severity, we employ a narrative approach to explore asthma embodiment in sport via a tripartite typology; Conformers, Contesters, Creators. This form of typology may be useful as a framework to assist both health care and sporting professionals in developing more appropriate and effective rehabilitation regimes for sportspeople, in order to improve the quality of treatment and outcomes.

### ***Discovering spirituality in sport: the case of Finnish endurance athletes***

*Noora Ronkainen (Aarhus University) & Tatiana Ryba (University of Southern Denmark)*

This research examines the spiritual dimension in endurance sports. Spirituality has been a largely neglected topic in sport psychology, which may be due to the incompatibility of the philosophical assumptions related to spirituality and traditional science (Slife, Hope & Nebeker, 1999). In the existential psychological framework of our study, human being is conceived as a synthesis of body, mind and spirit, and spirituality is understood as the dimension of beliefs, values, transcendence and finding meaning and purpose in life (van Deurzen & Arnold-Baker, 2005). Moreover, an existential framework of spirituality includes both religious and humanistic perspectives.

Drawing from in-depth life story interviews with 10 Finnish endurance athletes, we present our findings of how athletes talk about the spiritual dimension in sport. Contextualising these findings to secularised Northern Europe, we show how the notion of spirituality is culturally situated and how its meaning is ambiguous and evolving. That is, whilst some athletes talked about love, hope and transcendence, they did not identify these as spirituality as this word is not a part of Finnish people's everyday language. Finally, we illustrate some conflicts that athletes with spiritual beliefs had experienced with the culture of competitive sport.

### ***Exercise, music and wellbeing in older women***

*Lucy Wood, Denise Hill, Lindsey Kilgour & Nic Matthews (University of Gloucestershire)*

The World Health Organisation estimates that around 6% of global deaths are caused by a lack of exercise and as such medical conditions such as obesity, coronary heart disease, and cancer are associated strongly with a lack of exercise. Additionally, low exercise levels can be linked with psychological conditions including depression, stress and anxiety. Moreover, it is estimated that the direct financial cost of physical inactivity to the NHS is £900 million p/a.

According to the Health Survey for England 29% of women over 65 years old are classed as inactive, and this figure rises to 61% for women aged 75 – 84. Physical activity is of particular importance to those aged 65 and over as every year, 30% of those aged 65 and over will fall, resulting in significant

morbidity and mortality. Therefore the activity guidelines recommend that over 65s undertake balance and co-ordination exercises twice a week to reduce the likelihood of falling. These statistics highlight the need to increase exercise levels, with a particular focus on women over 65. Various national health interventions have been developed to improve exercise behavior in sedentary individuals and within this area exercising to music has been identified as a potential tool to increase exercise levels. Following a systematic review on exercise, music and wellbeing, this study will use qualitative research methods to explore how women, over 65 years old, perceive exercising to music to benefit their motivation to exercise, their psychological affect during exercise and their wellbeing. Furthermore facilitators to these perceived impacts would be explored such as exercise and music preferences.

### **Symposium 3 – 14.00 room CC00.12**

#### ***Neophyte experiences of conducting and supervising qualitative research***

*Camilla Knight (Swansea University)*

Qualitative methodologies have been successfully used across a range of populations, in a variety of settings, and by researchers with varying degrees of experience. However, for neophyte researchers, the adoption and implementation of a qualitative approach to research can be a daunting, confusing, exciting, and surprising experience. This symposium seeks to explore three neophyte researchers' experiences of conducting qualitative research. The symposium will begin with a brief overview outlining the background to the studies being discussed and previous reflections on conducting qualitative research. The first paper, focused on selecting, understanding, and implementing a qualitative methodology will then be presented. This paper will provide insights into the researcher's experience of grounded theory and particularly the challenges associated with "adhering" to the "rules" of grounded theory. Next a reflection on the process of conducting interviews and observations in the field will be provided. Particular attention will be given to issues relating to the dual-role of the researcher and collecting data at public events. The final student presentation will examine the challenges and benefits associated with managing relationships with parent, child, and coach participants and the potential ethical issues that can arise. Drawing on these three presentations, a final presentation will be provided which will focus on how supervisors can best support students as they carry out their qualitative research projects. The symposium will conclude with a discussion regarding how neophyte researchers and supervisors can best prepare to conduct qualitative research and strategies to enhance students' success.

#### **Paper 1 *Selecting, understanding, and implementing a qualitative methodology***

*Paul Sellars (Swansea University)*

As an individual who is relatively new to qualitative research I have found there to be a plethora of learning experiences and challenges which come at different stages of a research project. The overriding challenge I have encountered is related to utilising a specific methodology for the first time. For this reason, I will be sharing my experience of selecting, understanding, and implementing a qualitative methodology in relation to retention and drop out in youth rugby union. Initially, I will reflect upon the selection process, which led to the decision to use a grounded theory approach. Throughout this section I will respond to questions such as: What methodologies are available? What are the strengths and weakness of using certain methodologies? And, what methodology best suits the research question? Secondly, I will discuss the process of understanding grounded theory methodology. This step can be challenging due to multiple approaches that have been developed over time (e.g. Constructivist, Glasserian, and Straussian) and a lack of methodological rigour in some grounded theory research. Finally, I will present my experience of implementing a grounded theory. Specifically, I will reflect upon the challenges of using a grounded theory methodology in research whilst 'adhering' to the

'rules' of grounded theory. Overall, this presentation will provide an insight into using a new qualitative methodology, strategies used to enhance the process, and opportunities to discuss shared experiences.

Paper 2 ***Researching and working in the field***

*Francesca Lewis (Swansea University)*

A case study approach encourages extensive data collection from multiple sources of information, such as observations, video recordings, written reports, and interviews. As a neophyte qualitative researcher interested in understanding youth tennis players' emotional experiences at tournaments, such a detailed and extensive approach to data collection was appealing. Thus, a case study methodology was deemed appropriate for my Masters research project. For this study four junior tennis players competed in a minimum of four tennis matches under my observation. I also made notes during each match and where possible matches were video recorded. Immediately following each match participants completed a post-match review sheet and a semi-structured interview. A further semi-structured interview was completed at the end of the tournament. Using multiple sources of information provided extensive insight into the phenomenon being studied. However, in seeking to collect so much data I encountered numerous challenges. Through this presentation I will explore some of these challenges, particularly those associated with interviewing children and conducting research in the field. For example, I found it difficult to complete all the data collection while ensuring I did not distract the participants from their tennis matches. I also encountered an additional challenge due to fulfilling a dual-role of being a researcher and a tennis coach. By sharing these experiences I hope to stimulate discussion among the audience regarding their data collection experiences and will seek to identify strategies that other neophyte researchers could use to enhance data collection.

Paper 3 ***Managing relationships and maintaining ethical boundaries***

*Francesca Hayward (Swansea University)*

For my Masters, I am currently carrying out my first qualitative research study. I am conducting a study exploring the stress process within the context of youth swimming. I have used a case study approach to understand the individual stress experiences of participants and more specifically to examine how swimmers, parents, and coaches' stress experiences interact. Daily diaries and semi-structured interviews were used as the methods of data collection, with data collection occurring over a 6-week period. The purpose of this presentation is to explore some of the challenges I have encountered while conducting this study. Specifically, I will discuss some ethical issues that arose due to using diaries as a method of data collection. For example, participants did not always respect the confidentiality of others within the study with some information being read or shared without prior consent from other study participants. Additionally maintaining anonymity was difficult within such a small pool of participants. Potential strategies to overcome these challenges for future research will be discussed. I will also share my experiences of trying to retain participants over a six week period. Regular communication via email was deemed necessary to ensure full cooperation and buy in from participants. However as the study progressed care had to be taken to avoid encroaching on participants' time, particularly with respect to youth athletes' training and competition preparation. Based on my experiences, I will suggest alternative approaches to data collection which might limit such challenges arising in future studies.

Paper 4 ***Motivating and monitoring qualitative researchers***

*Camilla Knight & Stephen Mellalieu (Swansea University)*

In our opinion, qualitative research is increasingly accessible to sport and exercise science students. More researchers are publishing studies that have adopted qualitative methods, textbooks outlining the qualitative research process have been produced, and qualitative methods are beginning to gain some attention in research methods modules. As such, students are, at least in our experience, more interested in and open to conducting qualitative research during their graduate education. However, although students might be exposed to qualitative research during their undergraduate degree, for many the first time they have the opportunity to conduct a qualitative project is during their graduate career. When students adopt a new approach to research they are likely to encounter a range of challenges and the guidance they receive from their supervisors and colleagues will largely influence their experience and success with carrying out their project. But, how should you supervise graduate students conducting qualitative research projects? For example, how involved should supervisors be in their student's research? At what point are students "ready" to conduct a project? How should you "monitor" a student's progress? Reflecting on our experiences of supervising neophyte qualitative researchers, the purpose of this presentation will be to address questions and challenges we have encountered and encourage the audience to consider their own experiences. Through this presentation, we seek to stimulate conversation regarding the challenges associated with supervising qualitative research projects, share potential strategies for overcoming these challenges, and generate a discussion regarding "best practice" for supervising graduate qualitative research projects.

**Discussant: Stephen Mellalieu (Swansea University)**

#### **Symposium 4 – 14.00 room CC00.21**

##### ***Complexity in coaching: The influence of interaction and relationships on coaching process and practice in youth football***

*Anna Stodter (Loughborough University)*

Conceptualising coaching as a complex, dynamic process (Jones & Wallace, 2006) acknowledges that social interaction within the cultural context shapes coaching process and practice. Yet while the influence of coaches' interaction with others is recognised, research on the nature and impact of these relationships on practice is limited. In this symposium we discuss how the use of diverse qualitative methods, including a narrative approach, video-based methods, ethnographic techniques, negative case analysis and discursive analysis, enabled the in-depth exploration of coaches' interaction and relationships. Specifically, the first paper describes the impact of coach-player interactions on player wellbeing in women's football. Power in the relationship between coaches and parents of elite young footballers and implications for academy practices is explored in the second paper. A critical examination of the contribution of coaches' social interaction to identity formation forms the emphasis of the third paper, before we present the influence of interaction between coaches and coach educators on learning in the final paper. This symposium will conclude with an open discussion of how qualitative approaches can be used to move pedagogical research beyond the prevailing "complex-aware rhetoric" (Jones, Edwards & Viotto Filho, 2013 p.2) to enhance understanding of coaches' relationships and the implications for coaching practice.

##### **Paper 1 *Intentions vs. perceptions: Coach-player interactions in female soccer***

*Adam Gledhill (Leeds Metropolitan University) & Chris Harwood (Loughborough University)*

Women's soccer has been one of the fastest growing female sports in recent years. To this end, FIFA has introduced specific development plans for female soccer (FIFA, 2012), promoting more strategic planning within national soccer federations. Whilst recent literature has sought to examine talent development in female football from a developmental perspective (Gledhill & Harwood, 2014), there is still a general scarcity of

literature examining talent development in female players, or the interactions of different factors that can impact on a player's developmental trajectory. Underpinning the study in ontological relativism and epistemological constructionism, we adopted a negative case analysis approach (Denzin & Lincoln, 1989) that sought to examine the developmental experiences of female soccer players who did not 'make it' in soccer, despite representing female player development centres in the UK. Semi-structured interviews (Rubin & Rubin, 2005) were conducted with negative case players (N=13); and coaches (N=4) with extensive experience of working with talented child and youth female soccer players, with data then being subjected to thematic analysis (Braun & Clarke, 2006). Themes constructed from the data analysis demonstrate that coach-player interactions impacted on player wellbeing via resultant player-level role strain; a lack of discernable coach-level competence outside technical and tactical player development; coach and player-level organisational stressors; the eminence of player-level perceived engendered incompetence and decreased self-worth; and maladaptive player-level behaviours. Applied implications for formal and informal coach education and player talent development are highlighted, and future research directions are discussed.

Paper 2 ***A discursive approach to understanding coach-parent relationships in professional youth football academies***

*Nicola Clarke, Chris Harwood & Chris Cushion (Loughborough University)*

Interaction between coaches and parents of young footballers forms part of the complex social-cultural context of academies. Research has problematized this relationship, emphasising the negative influence of parents on young athletes and positioning coaches as able to educate parents to affect their behaviours (e.g. Smoll, Cumming & Smith, 2011). This suggests that coach-parent interaction occurs within a relation of power (Foucault, 1982), yet an analysis of power within the coach-parent relationship is missing from existing literature. Adopting a discursive methodology, this study explores the ways in which coaches talk about parents (discourses) to understand how power relations are reproduced and transformed through talk (Parker, 1992). Ten coaches with experience of coaching in English professional youth football academies participated in individual semi-structured interviews in order to produce discursive accounts (Harré, 1997). Foucauldian discourse analysis (Willig, 2008) was used to examine discourses used by coaches to describe their relationships with parents, and the implications of these for practice. The discourses coaches drew upon concentrated around a contest of power with parents for responsibility for the development of players. By constructing coaches as experts in the field of youth football development, invoking cultural discourses of professionalism, coaches established their rights to be responsible for player development. Coaches idealised a relationship with parents that was open, but kept them "at arm's length", positioning parents contrastingly as customers, and as barriers to effective coach-player relationships. The relationship between these discourses and the legitimization of practices used by coaches to regulate parent behaviours are discussed.

Paper 3 ***Exploring the construction of professional knowledge and coaching identity through the analysis of interactional practices in elite level youth soccer***

*Ryan Groom (Manchester Metropolitan University) , Chris Cushion (Loughborough University) & Lee Nelson (The University of Hull)*

In building upon the previous work of Groom, Cushion and Nelson (2012), a narrative ethnographic approach was utilised to examine the 'in situ' narrative construction of professional knowledge and coaching identity within video-based feedback sessions. Data were collected during 10 months of ethnographic fieldwork (Groom et al., 2012), with a Premier League Academy Head Coach. Additionally, in-depth interviews stimulated by

video-based reflection were used to explore the participant coach's early interactional practices and subsequent changes in practice in the following four years. Data analysis was conducted using theoretical concepts of identity from the work of Anselm Strauss and revealed a number of key features in the development and transformation of identity of the participant coach. Here, a reflective examination of authoritarian interactional practices and the consequences of those practices are critically considered against the creation of a positive self-narrative in the development of the participant coach's professional knowledge.

Paper 4 ***Coach-educator interactions in formal coach education: Impact on learning and practice***  
 Anna Stodter & Chris Cushion (Loughborough University)

Coach learning is increasingly thought of as a complex process that occurs through interaction between individual learners and other people in specific social contexts (Trudel & Gilbert, 2006). Although coach educators constitute an important group of 'others' that play a role in coaches' learning (Cushion & Nelson, 2012), research has not yet focused on this particular educational relationship, or the resulting impact on learning and practice. This study aimed to address this gap in the literature using in-depth semi-structured interviews, video-based stimulated recall interviews and non-participant observations to track coaches over a year, encompassing their time before, during and after attending a formal coach education programme. The three coach educators who delivered the programme were also interviewed and observed. Findings indicated that coaches' interactions with coach educators were instrumental in their learning, with micropolitical concerns limiting open, critical discussion and acting as a barrier to meaningful change. As a result, coaching practitioners rejected the more challenging aspects of formal education, reverting back to 'tried and tested' practices. The findings are interpreted in relation to established learning and social theories (e.g. Graber, 1991; Mezirow, 1978), and in terms of their implications for coach education provision.

**Discussant: Chris Cushion (Loughborough University)**

**Ethnography – room CC00.29A**

14.00 ***'Doing' a postcolonial feminist multi-sited global ethnography: Ethical dilemmas and cross-border hurdles in transnational sport for development and peace research***  
 Lyndsay Hayhurst (University of British Columbia)

In this paper, I reflect on, and discuss, findings from two recent empirical studies that employed postcolonial feminist approaches to multi-sited ethnographies of three sport for development and peace (SDP) programs. Specifically, my discussion is anchored in multi-sited ethnographies that were conducted with young women in Uganda, young Indigenous women in Canada and Australia, and the staff from non-government organizations (NGOs) and corporate donors implementing and funding these programs (based in multiple locations). Using Mohanty's (2013) assertions pertaining the importance of creating cross-border feminist solidarities anchored in struggles 'on the ground,' in combination with Choudry and Kapoor's (2014) recent work on NGOization, I explore key tensions and challenges pertaining to: 1) research and neo-colonialism; 2) the politics and perils of cross-cultural research; and 3) neo-liberalism and 'technologies of aid evaluation' in SDP-focused studies and work. I conclude by critically considering struggles of power, knowledge and social relations in local and transnational SDP NGO research and work, and by examining the possibility of mutual accountability and ethical responsibility in future SDP research, policy and practice.



14.20 ***Days in the dirt: An ethnography on cricket and self***

*Harry Bowles, Rich Neil, Scott Fleming & Sheldon Hanton (Cardiff Metropolitan University)*

This study provides a representation of the lived transitional experiences of a group of student-cricketers on a passage toward professional cricket. Set in the local context of a university cricket academy, the investigation focused on players' adoption of a cricketing role that they used in combination with their structured cricketing environment to explore what it might be like to be professional cricketers. The data on which the research is based have been drawn from fieldwork conducted over a two-year period where I, as a researcher, became immersed in the research context as an active member of the cultural group. Application of traditional ethnographic techniques such as participant observation, note taking and unstructured, field-based 'interviews' provided the means through which situated, day-to-day experiences were captured and explored. As well as reporting on some of the real-life situations faced by the group, the study contributes a conceptual framework that plots players' transitional pathways through the academy to share the key points of interaction that impinged on players 'finding their level' in the game. Through contact and exposure to a cricketing way of life, players' involvement with the academy saw their cricketing experiences intensify and their attachments to the game transform. This resulted in individuals either accepting or rejecting cricket based on what they came to know about themselves and the context of their self-development, with the findings helping to further understanding on how a group of 'emerging adults' engaged with the 'project' of their self-identities to reach a point of self and situational knowledge upon which to base prospective identity decisions.

14.40 ***Reflecting on the 'perils of ethnography': A case study of football fan rivalry in Birmingham***

*Adam Benkwitz (University of Cumbria)*

Based on an ethnographic case study of the intense rivalry between football fans in Birmingham, this paper reflects on the many benefits and challenges of ethnography. Initially, it details how the football fan rivalry in Birmingham was studied, using participant observation and semi-structured interviews. Subsequently, there are reflections included that aim to continue the conversation about conducting this type of research, which centre on the importance of being reflexive and, to borrow from Sugden (1996), the 'perils of ethnography'.

Emphasis is placed on the significance of reflexivity. Notably, how it exposes and makes explicit many of the moral dilemmas that are there but go unnoticed in non-reflexive research (Etherington 2004). Previous candid accounts based on fieldwork by Klein (1993), Sugden (1996), Bourgois (2002) and Venkatesh (2008) have discussed not only the theoretical underpinnings of ethnography, but also the formal and informal practical aspects of actual self-immersion in a subculture. This paper shall contribute to this discussion of the 'perils of ethnography' by reflecting on some of the ethical dilemmas (e.g. upon witnessing illegal acts) and physical risks (e.g. being hit by missiles thrown) involved in this case study. These aspects are central to the ethnographic methodology, however they are often omitted from current literature, therefore it is argued here that this sort of transparency is vital not only for individual projects but also for future growth and progress in this area.

15.00 ***Stumbling through ethnography: Empowering researchers or creating vulnerable observers?***

*P. David Howe (Loughborough University) & C. Filomena Silva (Institute of Technology)*

In this paper following the work of Merleau-Ponty (1965) and Behar (1997) we will explore the relationship between the embodied researchers who are engaged in the constant

struggle of exploring a culture from the inside, while always remaining in part grounded in the world of academia. Drawing upon the roles of participant-observer and observer-participant it is clear that the bodies of ethnographers are imbued with physical, social and symbolic power that impacts heavily on the research process. The presence and /or absence of impairment as well as the phenomenological knowledge and expertise of the sporting culture practised by the community are examples of embodiment features that impact upon the degree of acceptance in the field and shape the interactions within it. Little attention has been given to this ontological fact in methodological literature within qualitative studies of sporting communities. Drawing upon ethnographic data from elite men's rugby as well as sitting volleyball provision the authors will illuminate how their embodiment is instrumental at times in instructing, enacting and often obstructing the potential for high quality social engagement leading to research output about the sporting culture under investigation. This paper concludes by suggesting that far from being an all-powerful entity the embodied ethnographer can at one and the same time be simply a vulnerable observer.

- 15.20 ***Sensing and making sense of Bouldering- Methodological Problems and Possibilities***  
*Chris Hughes (Edge Hill University) & Andrew Sparkes (Leeds Metropolitan University)*  
 Informed by recent developments in the sociology of the senses, the purpose of this presentation is to explore the methodological and representational dilemmas of engaging with sensuous data. It does so by drawing on data generated from an ethnographic study of a type of rock climbing known as 'bouldering'. The findings from the study will be presented in the form of a somatic layered account. To illuminate how the senses operate in combination to shape a specific kind of bouldering identity via the somatic work involved in this activity, a number of key themes are identified for discussion. These include the following: choosing climbing shoes, negotiating climbing partners, cultivating hand callouses', choosing climbing routes, and ingraining a specific choreography. Various theoretical issues are discussed, such as, the paradoxical and dialectical nature of the senses, the embodiment and emplacement of sense and the performativity of the sensing self. From such performativity, the presentation will problematize traditional methodologies and forms of representation whilst suggesting possibilities for further sensuous scholarship.

## Representing data differently – room CC00.12

- 16.00 ***Telling a story of climbing, gendered parenting and the morality of time using fictional representation***  
*Ben Clayton & Emily Coates (Buckinghamshire New University)*  
 As part of her PhD research (see Coates, 2012) Emily interviewed and spent time with seven heterosexual couples, all with at least one child, to explore their life experiences of traditional climbing with a particular emphasis on the tensions between their climbing and parenting identities. It became apparent early in her analysis that the lived-experiences of these couples were complex and incongruous and could not be done justice by traditional modes of representation. Instead, she felt, the lived experience needed to be better (re)created in the text and she turned to fictional forms of writing to achieve this. Far from disguising or fabricating 'the facts', we argue, the use of fictional techniques allows for the reader to inhabit the lifeworld, see an experience that may resonate with their own, empathise and respond. Indeed, while Emily's original inferences were in part plaited with a Foucauldian analytic thread, and later we employed a late-modern lens for a joint-authored paper, the stories we produced are intended more as a dais for sociological dialogue.

In this presentation, we focus on a particular story, which replicates the parents' leisure time and space on a typical weekend and shows the contradictory and gendered nature of the discourses experienced by these climbers. We show some vignettes of the story produced, and discuss the process and rationale.

16.20 ***Closer to the Body through Poetic Kairos Narratives?***

*Helle Winther (University of Copenhagen)*

*How do we reach the world of embodied experiences and rich moments, which are often not reachable through language?*

The landscape of movement and practise is full of experiences, which have rich sensations of meaning and can give insight into life-giving episodes, vulnerabilities, emotional processes and change.

The body can be seen as a living intersubjective organism, which contains narratives of people's life worlds. In an attempt to incorporate the multiple voices and perspectives of the body, innovative narrative research methods have in recent years had a huge impact in the international research field.

The question, however, is whether we have overlooked the potential in the significance and depth of the present moment? Can we get closer to the body? Can we touch the world of embodied experiences and multi-layered moments, which are often tacit, easily forgot, or not reachable through language?

With inspiration from phenomenological and narrative methods, research methods was developed with inspiration from Stern's (2004) term *kairos* for creating a narrative bridge between body and language and between sensory perception, feelings, and reflexions.

Poetic kairos narratives often show that large issues are also found in small episodes.

And that it may be here all change, wonder, and understanding begins.

The presentation has a poetic and performative touch and will illustrate touching embodied experiences from research projects about *The Language of the Body in Professional Practise*.

16.40 ***Run to Draw: An autophenomenographic approach exploring lived experience and creativity whilst simultaneously running and drawing***

*Amelia Johnstone, Carly Stewart (Cardiff Metropolitan University) & Jacquelyn Allen-Collinson (University of Lincoln)*

It has been suggested that exercise can improve our creative ability (Blanchette, Ramocki, O'del and Casey, 2005) but to date there is scant research upon the lived experiential elements of this relationship. This presentation is based upon the initial phase of a doctoral research project, which explores in depth the interactions between physical activity and artistic creativity through the concept of simultaneous recreational running and creative drawing. 'Run-to-draw' is a collaborative endeavour in which the researcher creates drawings on *Phidippedes*, an original engineered product designed by, and worn on the back of, a co-runner. In this paper, we focus analytic attention on the richly textured lived experience and physically-active embodiment of the running-drawing-researching self, drawing on an innovative autophenomenographic research approach (Allen-Collinson, 2011). We examine, amongst other aspects, the nuanced, sensory dimensions of the lived experience of run-to-draw engagement. Our 'data' are explored and displayed through initial drawings and reflective texts used to interpret and relive what is experienced, imagined, drawn, remembered and felt. In addition, *Phidippedes* will be present to offer further insight into the research process, and to stimulate dialogue with the researcher and audience pertaining to its methodological and pedagogical possibilities, including for use with children in an educational context.

17.00 ***Creating Art from Science: Using Visual Methodology to Explore the Work of Personal Trainers***

*John Gray, Andy Smith & Hazel James (York St John University)*

Current developments in the professionalization of sports coaching have led to the need to define the specific practices inherent in the role (Lyle 2002). As a related profession which has also experienced growth in its working practices, it can be argued that personal training would benefit from a similar process of exploration and definition. The objective of such a conceptual examination reflects the recognition that the demands and definition of the role should be used as a foundation to guide the educational and professional development of those within the profession. Yet, despite sociological research into the nature of personal training in relation to the demands of the fitness industry and the content of personal training education, (e.g. Maguire-Smith 2008), the day-to-day work of the personal trainer has not been explored from a phenomenological perspective. As a result this study explored the question 'what is a personal trainer?' However, in an attempt to limit the possible negative impact of the primary researcher's previous experience and a participant-researcher mutual construction of definitions, this study has utilized a reflective photographic and photo novella technique (Burke & Evans 2011) to maintain the participant's phenomenological perspective. The findings of the research were analyzed utilizing an Aristotelian framework of knowledge. Initial findings would suggest that the current education of personal trainers may not reflect the full scope of the knowledge demanded in the working role.

**Team sport – room CC00.21**

16.00 ***The extent and nature of the potential costs of high team cohesion***

*Jennifer Milne, David Lavalley & Pete Coffee (Stirling University)*

Cohesion is a highly important group variable which continues to be examined extensively across disciplines. Recent research has indicated that athletes perceive, along with the more obvious well-cited benefits, multiple various costs to being part of a highly cohesive team. The study developed better understanding of the extent and nature of these costs. 51 current members of co-acting motor sport teams answered open-ended questions about the potential costs of high cohesion. The majority (29) were from rallying with most at national or international level. Similarly to a tangent study in interactive sports, 63% indicated disadvantages to high social cohesion, 59% cited disadvantages to high task cohesion, and 29% reported disadvantages to a team that was highly task and socially cohesive. The study utilised Content Analysis, specifically Interpretational Qualitative Analysis (I.Q.A.), to thematically identify 14 categories of costs. Pressure (to Perform and Conform) and Compromised Well Being (including Identity, Transitions and Balance/All Consumingness) were significant at the Personal Level; Communication Issues and Rigid Demands and Methods were significant at the Group Level. This study adds weight to recent research which has challenged the almost universally held perspective that high team cohesion is intrinsically and universally positive and should be sought unequivocally. Athletes perceive similar costs and these potential costs can impact directly on the welfare of individuals within a team and potentially have long term implications for team performance and success.

16.20 ***Leadership skills and qualities among professional football league managers in England and Norway***

*Kjell Marius Herskedal, Martin Littlewood, Mark Nesti, Mark Nesti (Liverpool John Moores University) & Hallgeir Gammelsæter (Molde University College)*

Environmental change can have a profound impact on football clubs and their managers (Gilmore, 2009), and the promotions of a wide range of leadership expertise are essential to deal with current challenges (Carter, 2006). Given the competitive nature of professional

football, and the increasing modernization of clubs, there is a real need to understand the managers experiences of how challenges can be managed in effective ways (Chadwick, 2013).

A qualitative position was adopted, aiming to explore experiences that embody meanings and cultural understandings that operate in “the real world” from the perspective of a manager/head coach (Hoepfl, 1997). A series of deductively developed individual semi-structured interviews was conducted with a sample of managers/head coaches (n=13) from the English and Norwegian professional leagues. Data was recorded, transcribed verbatim and exposed to notions of content analysis. Existing research was used to compare findings and identify possible synergies.

All of the current managers considered themselves to be prepared for the future challenges in the club. Yet, results suggested that the bias towards working class traditions in England still make managers marginalize the academic knowledge needed to possess the essential leadership qualities (Kelly, 2008; Carter, 2006). In the Norwegian PL, most managers appeared more 'education liberal', and distinct in their preferred informational sources, which represents a crucial leadership skill for development (Collins, 2010). In both countries, clubs were often perceived by the manager as currently 'not prepared' to meet their own aspirations, which should be a pertinent topic for further investigation.

16.40 ***Examining player influence on team functioning from a social identity theory perspective***  
*Matt Smith (University of Chichester) & Pete Coffee (University of Stirling)*

Prototypicality refers to the extent to which a person is representative of the group or organizational identity (Hogg & Van Knippenberg, 2004). Drawing from social identity theory, it is predicted that if athletes perceive their leaders and other players in their side to be high in prototypicality, they will be more influenced by these people. The current study aimed to examine this contention in a sporting context, and to further understand why and how team members can influence others.

Players from 4 high-performing university sides answered questions concerning the prototypicality and influence of each of their teammates at 3 separate points during the season. This data was then used as a stimulus for interviews with 16 participants from the 4 teams. Participants discussed players from their side rated highly in prototypicality, and what these players do to represent the values of the group. Then participants considered the link between prototypicality and influence, and explored why and how these players have influence on the team, and specifically, their influence on the unity and cohesiveness within the team.

Findings revealed a range of examples that illustrated different players being prototypical, and support was found for the contention that a player being a group prototype led to them being perceived as being more influential. These findings will be discussed and applied suggestions will be made with regards to how team members can exhibit prototypicality, and how this might lead to these players to have a positive influence on the functioning of a team.

**Performance psychology – room CC00.29A**

16.00 ***A connecting analysis of flow occurrence in elite golfers***

*Christian Swann (University of Lincoln), David Piggott (Leeds Metropolitan University), Lee Crust (University of Lincoln), Richard Keegan (University of Canberra) & Brian Hemmings (St Mary's University)*

In sport psychology, flow (Csikszentmihalyi, 2002) is an intrinsically rewarding state in which individuals perceive a balance between challenge and skills, concentrate fully, and perform in an effortless manner. Flow is associated with peak performance and therefore highly desirable for athletes, particularly at the elite level. Yet despite considerable research flow remains rare, elusive, and unpredictable. To date, qualitative studies have

used thematic analysis to identify a range of factors perceived to facilitate flow occurrence in sport. However, there has been much less focus on describing the specific ways in which those factors influence flow. Therefore, the primary aim of this study was to employ connecting analysis (Maxwell, 2012) to explicitly search for links or connections between themes in the data, and explore specifically how such facilitators influence the occurrence of flow. Nine elite golfers (Mean age = 37, SD = 13.8) were interviewed about the factors they perceived to facilitate flow, and the specific ways in which they influenced its occurrence. Data were analysed using an iterative process of thematic and connecting analyses. Ten facilitators emerged, of which commitment, and the caddie, have not been suggested previously. 24 connections were identified between themes, through which the caddie, effective preparation, and high-quality performance appeared most influential, while confidence and concentration seemed to be key constructs underlying the flow experience. Findings also suggested a relationship between flow and mental toughness, for which further investigation is warranted. Connecting analysis is discussed as an additional strategy for qualitatively investigating flow occurrence in sport.

16.20 ***A narcissistic and self-indulgent tale of a choker: A legitimate role for autoethnography within the choking under pressure literature***

*Denise Hill (University of Gloucestershire) & Christopher Mesagno (Federation University)*

Choking in sport is a pejorative term, used to describe a significant decline in performance standard under pressurized conditions (Beilock & Gray, 2007). Current understanding of the phenomenon has emerged predominantly from experimental studies, with a recent upsurge of qualitative research contributing marginally (e.g., see Hill et al., 2010 for a review). It is evident however, that a consensus regarding the definition, antecedents, mechanism, and consequence of choking has yet to occur (see Mesagno & Hill, 2013). This autoethnographic biographical account provides a detailed reflection of choking from the perspective of an elite female golfer, and explores the personal meaning the experience held. The narrative travels through the athlete's overwhelming sense of inadequacy, intense need for impression management, and the paralyzing envelopment of emotions during her choking episodes. The destructive psychological consequences of choking are revealed, which move beyond failed sporting performance and into a sense of loss and self-loathing.

I place the autoethnographic tale biography within the context of the extant choking literature, and then ask whether it holds a legitimate position or is merely a self-indulgent, narcissistic story (Coffey, 1999) that cannot contribute to the scholarly endeavor. However I posit, that narratives of self, which aim to present evoking, socially-constructed personal stories of choking, may provide the contextual 'glue' that can attend in part, to the lack of consensus that currently exists within the literature.

16.40 ***An exploration of the conditions influencing the occurrence of flow in Irish professional jockeys***

*Patricia Jackman, Gerry Fitzpatrick & Aoife Lane (Waterford Institute of Technology)*

Flow is an intrinsically rewarding psychological state associated with an enhanced state of consciousness and the unification of body and mind. Little is known about the manifestation of this state in an equine sport, which features an atypical inter-species partnership comprising a human-horse dyad. Jockeys often refer to the highly pleasurable experience of racing performance and allude to characteristics resembling the flow state. The study sought to explore the conditions which facilitate, inhibit and disrupt the occurrence of flow in professional National Hunt and Flat jockeys. Semi-structured interviews were conducted with eight professional Flat jockeys and eight professional National Hunt jockeys regarding their experience of flow in horse racing. Content analysis

revealed that conditions similar to those in previous studies with elite athletes emerged, including performance feedback, focus, arousal, motivation, confidence, situational and environmental conditions, trainer/owner interaction, physical readiness, preparation and experience. However, two unique conditions also emerged, entitled 'relationship between horse and jockey' and 'horse demeanor and performance'. Findings revealed that conditions found in previous flow research were echoed in this population, although unique raw data themes and higher order themes were uncovered. The optimal horse-jockey relationship was created through the fusion of conditions pertaining independently to horse and rider, and that this reciprocal relationship can be influenced by both horse and rider. Jockeys referred to the importance of an optimal relationship between horse and jockey during states, which substantiates the assertion that rare and treasured moments in horse riding involve the sudden synchrony of horse and rider.

17.00 ***Conducting interviews with high achievers: Experiences and lessons learnt***  
*Mustafa Sarkar (University of Gloucestershire)*

My research to date has used qualitative methods to explore the psychology of performance excellence. Specifically, over the past five years, I've conducted interviews with Olympic champions, high performing individuals from a range of different professions (e.g., sport, business, education), and the world's most experienced sport psychologists. The purpose of this presentation is to share my experiences of conducting interviews with high achievers from sport and other performance domains, and to provide tips and techniques for managing the entire interview process. The presentation will broadly be divided into three main sections: pre-interview, during interview, and post-interview. In the first section, I will provide some ideas to consider pre-interview including recruitment and preparation. In the second section, I will explore my experiences of the interview process itself including building trust and rapport, and negotiating power dynamics with participants. In the third section, I will offer my thoughts of some important considerations post-interview including snowball sampling, reflection, data analysis, and dissemination. It is hoped that sharing my experiences and lessons learnt from interviewing high achievers from sport and other performance domains will help researchers better navigate the often challenging task of conducting interviews with eminent individuals.

**Keynote Presentation – 17.30 room CC00.12**

***“The personal is political”: Turning to feminist, and feminist-queer methodologies to inform qualitative inquiry***

*Jayne Caudwell (University of Brighton)*

In this paper I look both backwards and forwards to present a view of feminist, and feminist-queer methodologies to show the possibilities they offer qualitative research in sport and exercise. I return to debates surrounding epistemology and methodology, as I recall my immersion—during PhD study—in feminism in the late 1990s. Through a re-visiting of epistemological and methodological constituents such as reason, scientific method, Enlightenment, progress, truth, reality and objectivity, I aim to highlight the politics of research, research methodologies and research findings. I start with a brief re-visiting of—the predominantly western—Women's Liberation Movement of the 1960s and 1970s and how “the personal is political” gained feminist currency as a call to help end gendered oppression. Linking the everyday lives of women with societal structures of domination provided the context for new ways of knowing. Women's sharing of testimonies, stories, narratives, poetry and prose underpinned processes of consciousness-raising, which became a form of political activism.

From this starting place, I move to examine the value of the personal, especially in relation to research with 'others' (women, girls, LGBTQI). This shift in focus is accompanied by a turn to more

contemporary methodological interventions by feminist-queer theorists.

Throughout the paper, I make some reference to research methods and how we collect research material. In the end, I wonder how far we can stretch research methods and methodologies in our quest to connect, effectively, the personal with the broader structures of the political and the socio-cultural.



## Wednesday 3<sup>rd</sup> September

### Digital methods – room CC00.12

#### 9.00 ***Using a smartphone ‘app’ in qualitative research: The good, the bad and the ugly***

*Jo Welford, Borja Garcia & Brett Smith (Loughborough University)*

The past decade has seen a shift in the way we as a society use technology, in particular the significant rise in the use of mobile devices. Similarly, qualitative researchers are increasingly recognising the value of innovative methods that incorporate audio and visual techniques, encouraging interactivity between participants, researchers and the data. With an estimated 75% of the UK population owning a smartphone, can researchers take advantage of rapidly developing technology to create an interactive process of data collection?

This paper reflects on the use of smartphone application (app) to collect qualitative data. The FREE (Football Research in an Enlarged Europe) project has the aim of finding out what football means to supporters in their daily lives. A sample of 21 participants were offered the use of a smartphone app, developed with a local company, to show (through photographs) and tell (through audio-diaries) the research team about life as a football fan over a period of eight weeks.

In this reflection, the challenges, weaknesses and strengths of using an app for this type of project will be considered. Technology is developing at such a rate that researchers should consider how this can be beneficial to projects, and this paper highlights the decisions that had to be made throughout the process. We conclude that whilst smartphone apps open up a number of exciting opportunities for engaging with participants, the adoption of such an approach presents a similar number of challenges and we offer our reflections on how these may be overcome.

#### 9.20 ***The meaning of “running” online***

*Urban Carlén & Ninitha Maivorsdotter (University of Skövde)*

Introduction: An online community has been created by and for Swedish runners who choose to run alone. AIM: The aim of the study is to examine how lonesome runners create meaning in regard to digital tools in relation to running as it appears in online social networks. This study will explore how these runners adopt mobile applications when running alone to register information, based on Global Positioning Systems (GPS) that generate feedback such as “performed kilometres”, “average pace”, “location”, “total climb”, “pulse rate” and “calories burned”. Method: Data material consists of postings and comments in threads derived from the online social networks as analyzed in a transactional approach. The data is defined as small stories in order to highlight the planned, imminent kind of narrative that render them distinct in relation to the lengthy, monologic narrative accounts elicited in social science research interviews. Findings: The main theme in runners use of digital tools is to show others/fellow online participants their running performance. Minor themes appearing in the stories are the credibility of measured information and a sense of community based on geographical location. Conclusion: Digital tools are used foremost to reinforce the runner identity. Runners make meaning of digital information as a way to highlight their social belonging: even if they are running alone they are a part of a community sharing the same experience online. Surprisingly, these runners do not use the performance-related feedback and health information offered by digital tools to enhance their progress in training and competition.

#### 9.40 ***Using online methods to collect large-scale qualitative research***

*Jamie Cleland (Loughborough University)*

The focus of this paper is to highlight an innovative online approach to collecting large-scale

qualitative data. It shall suggest that this type of method has many advantages to aid qualitative researchers. For example, over 10,000 qualitative responses across various projects have resulted in numerous publications and a book as well as opening up other opportunities to collect and analyse qualitative data. As well as saving an enormous amount of time when compared to more traditional methods of collecting large-scale data, the anonymous nature of responses helps avoid social desirability which might be more evident with face-to-face questioning. It also removes the motivation to lie as each respondent could complete the survey in their own time and in the privacy of their own home or workplace. The paper concludes by suggesting the need for researchers to consider online surveys as an increasingly plausible way of collecting large-scale qualitative data, either within a very short time-frame or one that can last for a longer period of time.

10.00 ***Behind the digital curtain: Ethnography, football supporters and social change***

*Dino Numerato (Loughborough University)*

Football supporters around the globe organize protests, petitions, campaigns, workshops, seminars, congresses, are engaged in political lobbying and provide consultancy to football officials. These expressions of supporters' engagement are nourished by discontent with recent developments in football culture. This paper is part of the wider project entitled "*Football fandom, reflexivity and social change (FANSREF)*" that analyse the potential of supporters' initiatives to transform the existing football culture. The aim of this methodologically-driven paper is to critically examine the role of digital ethnographies in the exploration of these processes.

In order to understand (as much) fully (as possible) the complex realities of recent transformations in the football culture, this research project complements the real offline data with the digital online data. The research design has been divided into three steps: familiarization, elaboration and engagement. These steps are characteristic by the different ways whereby digital online data have been used and complemented with actual, offline data. The use of digital data in the three phases of data collection is discussed across the following dimensions: informational, representational, epistemological, relational and ethical.

The data that underpin the analysis are drawn from a variety of primary and secondary resources available online and offline. Semi-structured interviews with supporters, football associations' and football clubs' officials, mainly from Italy, the UK and the Czech Republic have been carried out and substantiated with non-participant observations. The research is further informed by a documentary analysis of newspaper articles, e-zines, blogs, internet discussions and websites.

**School sport – room CC00.21**

9.00 ***Investigating adolescent girls' disengagement with physical activity***

*Claire Drummond & Murray Drummond (Flinders University)*

The benefits of regular participation in physical activity (PA) are well recognised. Studies indicate these include social benefits, enhancement of psychological status, physical attributes, and sports performance. However, recent research shows that rates of disengagement in PA are higher in adolescent girls than any other adolescent cohort. While quantitative data has identified a number of variables associated with PA participation, there is a gap in the literature regarding the meaning and purpose adolescent girls attribute to PA. The purpose of this study was to build a comprehensive picture of PA as it relates to adolescent girls in South Australia. Examining girls' motivation through in-depth qualitative research allowed an examination of the reasons behind their behavioural choices and therefore an understanding of their motives for physical activity-related decisions. Through focus group and individual interviews with adolescent girls (13-17yo) in five schools this study identified (1) psychosocial influences such as attitudes, perceptions and meanings

and (2) sociocultural influences such as the role of friends and family upon contrasting levels of PA. In keeping with the chosen methodology for this study (Interpretative Phenomenological Analysis (IPA) - a qualitative approach aiming to explore participants understanding of a particular topic) purposive sampling was used to recruit five secondary schools from a range of areas in South Australia. The significance of this study is that it identifies how PA links to greater feelings of mental well-being and social connectedness with adolescent girls.

9.20 ***Inquiry based learning in physical education***

*Lars Domino Østergaard (Aalborg University)*

The present project is a case study founded on the decreasing motivation and engagement in physical education. The project suggests inquiry based learning (IBL) as an educational methodology. This may help to turn the trend as IBL has shown to engage and motivate students at different educational levels and within different subjects. In this pilot research project performed at a physical education teacher education program, qualitative methods were chosen to investigate students' motivation and engagement within an IBL-unit in physical education and to accentuate challenges, advantages and disadvantages within the IBL-methodology in relation to students' motivation. Instructed in guided inquiry, 32 students of physical education in a teacher training college worked with inquiry based learning in physical education over a four week period. During the IBL-unit, qualitative data such as the students' reflections and discussions (audio recorded), performance of practical exercises (video recorded) and the students' written considerations were collected. Together with a focus group interview with six of the students, held at the end of the unit, all data were transcribed, coded and analysed in relation to the IBL and the motivation theory. The analysis revealed that the students found the method very motivating and engaging, but they also accentuated the difficulties experienced in the beginning of the inquiry work due to the degrees of freedom in the work. Besides, the students emphasised the learning potential of the method. Future qualitative studies are to focus on the learning potential of the IBL method: What did they learn and how?

9.40 ***Transferring personal body knowledge in an Australian secondary school: A case study***

*Louise Mathews-Freeman (University of Gloucestershire)*

Internationally, childhood and adolescent overweight and obesity prevalence rates among industrialised countries are high at about 25-30% and are increasing by about one percentage point per year (Sanigorski et al. 2007). As a result, international concern has stimulated research in children and adolescents in an attempt to address this issue, particularly in schools where research has been conducted. To date, thousands of children and adolescents have been weighed and measured using Body Mass Index (BMI) or more sophisticated methods such as the Body Composition Analyser (BCA) to collect detailed body composition data. Missing in these studies has been any substantial attempt to provide a feedback mechanism, which would allow the data to be returned to the individuals from whom it was collected.

Taking up this challenge, this study employed an action research methodology to develop a model of best practice whereby secondary school aged students could receive their personal body information in a safe, ethical and developmental way. This model was constructed in an Australian, semi-rural Independent Secondary College using two Year 9 classes (n=52 students) in the discipline of health and physical education (HPE). Throughout this process the voices and experiences of teachers (n=6), students and parents were collected and analysed.

The qualitative data presented reports on the processes, practices and protocols established as part of the carriage of this intervention. These included: setting up

supportive structures and developing the educational framework, identifying vulnerable students, risk and sensitivities, measurement process, building sequential learning experiences, and constructing an environment where difference was expected and no peer comparison was required.

10.00 ***Canadian high school teacher-coaches' perspectives on the development of relationships with student-athletes***

*Martin Camiré (University of Ottawa)*

Adult leaders in sport can exert considerable influence on young athletes (Gould & Carson, 2008) but this influence is most often mediated by the quality of the relationship that is formed between both parties. In Canada, high school sport represents a favourable context in which teacher-coaches have the opportunity to form meaningful relationships with the over 750 000 students who practice sport in this setting (School Sport Canada, 2013). High schools in Canada typically offer team and individual sports, practiced in an organized and competitive environment, to boys and girls between 14 and 18 years of age who compete in leagues that lead to regional and provincial championships. Teacher-coaches are defined as teachers, by profession, who volunteer their time to coach sport teams in their school. The purpose of the current study was to examine high school teacher-coaches' perspective on the development of relationships with students. Teacher-coaches (20 men, 5 woman, Mage = 37.0 years, age range: 25-56 years) from Canada took part in semi-structured interviews (M = 69.8 minutes, range: 50-102 minutes) which were audio recorded and analysed using the thematic analysis principles described by Braun & Clarke (2006). Results indicated how participants believed the dual role of teacher-coach was advantageous because it allowed them to interact on a consistent basis with students in numerous school contexts. These recurrent interactions were deemed key in nurturing relationships that teacher-coaches believed allowed them to exert a positive influence on students. Being a teacher-coach helped increase the participants' job satisfaction, positively influenced their identity, and allowed them to foster the development of students.

**Coaching – room CC00.29A**

9.00 ***An exploration of questions coaches' ask in practice***

*Ed Cope (Sheffield Hallam University), Mark Partington (Edge Hill University), Stephen Harvey (West Virginia University) & Chris Cushion (Loughborough University)*

Introduction - In line with behaviouristic notions of learning, original thinking suggested that the greater level of instruction provided, the more effective the coaching (Dodge & Hastie, 1993). As constructivist learning theories have received greater acceptance within the sports pedagogy literature, this concept that high amounts of instruction leads to increases in learning has been questioned. Instead, and keeping in line with the tenets of constructivism, coaches should adopt a questioning approach if the purpose is to develop learners game understanding (McNeill et al. 2008).

However, no research has examined coach questioning and learners' responses. Therefore, the purpose of this study is to qualitatively explore the questions coaches ask in practice and learners subsequent responses.

Methods - Coaches (N=5) worked in a football academy context in the North West of England. One coach was observed from each age group between under 10's to under 14's. Data were collected through videoing training sessions and transcribing the questioning episodes. Each coach was observed for between four to four and a half hours across three training sessions. Data were analysed using a grounded theory approach.

Discussion - Coaches questioning episodes were mostly convergent interspersed with some divergent. This resulted in limited responses from learners. It has been suggested that coaches should attempt to ask questions of a more divergent nature as it these type of questions that starts a conversation between coach and their learners (Forrest, 2013).

Consequently, we urge coaches to consider their questioning approach as this will necessitate learners to reflect on their performance.

9.20 ***Using a multiple case study approach to explore coaches' strategies when teaching life skills to adolescent athletes in Estonia***

*Elina Kivinukk (University of Jyväskylä)*

Prevailing methods in the research of positive youth development and teaching life skills in youth sport seem to be self-report measures, however it is suggested to implement more observational tools and case studies (Gould & Carson, 2008; Gould et al, 2006).

Hence, a multiple case study was used in the present research to have a richer information on specific phenomenon – teaching life skills to adolescent athletes in Estonia. Four topics were focused on: coaching strategies, intentionality of teaching life skills, coach education and the development of coaching philosophies.

Research design had three parts. A screening questionnaire was used for purposeful sampling to map the usage of teaching life skills. Observations of the practices found supportive and additional data about the strategies and, finally, the interviews aimed to discover more about the philosophy of the coaches.

The methodology stood out with its innovative approach in data collection and communication with the participants. Website was established for promotion, to track the visitors and explain the further steps in the research. When communicating with the participants, special effort was made to show the gratitude to the participants and maintain good contacts in the future.

Results of the study revealed the range of knowledge and coaching strategies Estonian coaches have regarding life skills. Research underlined the importance of the coach education, especially self-reflection, and the coaching philosophies where the coaching behavior stems from. Implications were proposed for youth coaches and coach educators, stressing the youth coach's role to the welfare of the society.

9.40 ***The pedagogical use of video-based performance analysis technology in elite rugby league***

*Lance Du'Lac, Lee Nelson (University of Hull) & Paul Potrac (Edge Hill University)*

Introduction - This interpretive investigation focused on the participant coaches' efforts to implement a constructivist approach to video-based coaching sessions in an elite Rugby League club.

Methods - Ethnographic data were collected by the lead author during the course of a season long study (Tracy, 2013). This entailed observing video-based coaching sessions, maintaining field notes, and engaging in semi-structured interviews with the participant coaches. The intention here was to gain rich insights into 'what' occurred during these video-based coaching sessions, as well as 'why' the coaches variously planned, interacted, and understood their practices in the ways that they did.

Findings & Discussion - The findings demonstrated that the implementation of a constructivist approach in video-based coaching sessions was far from a technical, sequential, and unproblematic enterprise. Instead, our analysis of the data revealed how the coaches' pedagogical vision was variously influenced, challenged, and ultimately re-considered in relation to a variety of inter-related issues and events. These included the coaches' epistemological beliefs about performance, the pressures associated with maintaining a 'winning' team, the mixed reaction of the players to a constructivist approach to learning, as well as the coaches' respective perceptions of their ability to engage with players in the required dialogic manner, among others.

Conclusion - The findings of this study further highlight the need for our examination of video-based coaching pedagogies to better recognise, and engage with, the wider pathos,

micro-politics, and ambiguities that comprise the social terrain of elite sports settings (see Groom & Nelson, 2013).

10.00 ***Elite Coach Education: A Bourdieusian Analysis***

*Robert Townsend & Chris Cushion (Loughborough University)*

Coaches are being increasingly recognised as powerful figures in creating, developing and shaping the sporting experiences of participants at all levels (Potrac et al. 2013). Coach education, in turn, is considered a crucial component in the delivery of high quality sporting experiences. This research builds on an increasing use of social theory in sports coaching, in particular the work of Pierre Bourdieu, to critically interrogate the reality of coach education in elite cricket. Using a Bourdieusian framework, this study sought to understand the experience of elite cricket coach education (Level IV) through the eyes of eleven high performance cricket coaches. Using semi-structured, in-depth interviews, the study outlined how habitus impacted upon knowledge construction and development as well as the impact of cultural and symbolic capital on coaches' experiences on course. Bringing the realities of coaches to life through this analytical framework, enabled this study to better understand the impact of formal coach education on coaches and their practice, and to understand how coach education serves to (re)produce the field of power in cricket coaching. The findings showed coach education as a complex, socio-politically derived educational system in which coaches were active social beings in interaction with and through the development of cricket coaching knowledge, and as a result facilitates cultural reproduction.

**Thinking through methods – room CC00.12**

10.40 ***Listening to 'Voices in the Mist': Reflections on Pedagogy and Practice in Sport Psychology***

*Chris Rowley (University Centre, North Lindsey College)*

This oral paper will look to consider how research methodologies can influence practice and understanding within applied Sport Psychology. As a student, I never paused to consider how my educational background—and my staple academic diet of quantitative journal articles—led me to view sport psychology as primarily being a performance-driven profession. I approached both applied practice and research in a corresponding manner but as my time-in-context progressed, I found myself becoming increasingly frustrated with this linear and unproblematic conceptualisation of professional practice. The challenges which I encountered led me to explore what I considered to be 'alternative' methods of research enquiry, as I engaged with auto-ethnographic and reflective methodologies. Such workings served as 'voices in the mist' in that they helped me to see alternatives to the magnitude of positivistic contemporary research that I had been exposed to previously. My subsequent engagement with qualitative methods enabled me to successfully complete my doctoral studies and practice in what I believed to be a more holistic and beneficial manner. Within my current role as an academic tutor, I now teach qualitative methods to undergraduate students and advocate such methodologies as being the best 'means' of addressing appropriate research 'ends'. My own career to date has highlighted the possibilities afforded by qualitative methods of enquiry, and this proposed oral paper will offer auto-ethnographic vignettes from this research journey, with links being established with some of the apparent 'voices in the mist' which I have encountered throughout this time.

11.00 ***Deconstructing the Sports/Media Complexes - Media as a Method***

*Tzu-hsuan Chen (National Taiwan Sport University)*

This paper aims to propose a new perspective in analyzing sports culture by adopting media as a lens. Sports/media complex has long been an ongoing cultural institution around the globe. However, this western-centered model does not apply universally to every society. Each sports culture possesses different characteristics and the sports/media complex

crystalizes this very unique essence of the development and modernization of sports. The traces of the development of sports were preserved in the texture of the media, not only recorded in the contents but also etched within the socio-political environment. By deconstructing the media side of the complex, the essence of sports in different societies could be extracted. In doing so, a chronological contrast of different models of the sports/media complexes in the U.S., the U.K. and East Asia will be applied to buttress my argument. Finally, in addition to transnational sports organizations, broadcasting rights brokers and media conglomerates are key agents in shaping contemporary sports. With their roles as cultural intermediates and enforcers getting more and more powerful, a homogeneous global sports culture appear to be emerging.

11.20 ***'The datafication of everything': Sport and the age of big data***

*Brad Millington (University of Bath) & Rob Millington (Queen's University)*

This presentation examines the intersections of sport and Big Data – an important though to date understudied topic in the critical sport literature. Big Data is a phenomenon based on the premise that virtually all aspects of life can be 'datafied'. The proliferation of technologies for both data collection and analysis, combined with the human desire to 'know' the (consuming) population in intimate detail, has made data available in greater volume and variety than ever before. The corollary for sport is that seemingly all aspects of sporting experience are deemed suitable for 'datafication' in new and/or newly intense ways. The presentation begins by historicizing both Big Data and the interconnections between sport and statistical movements. The claim that life in general, and sport in particular, can be thoroughly quantified has historical antecedents. From there, the presentation turns to the contemporary articulations of sport and Big Data. Specifically, and given the dearth of research on this topic, a series of postulates on sport in the so-called 'Age of Big Data' are presented. The most noteworthy of these are that Big Data's arrival is now being felt *across* the sporting landscape, from management to athletes to fans, and that Big Data's effects are necessarily *power effects* – they have important ramifications in relation to matters such as privacy and our understandings and experiences of embodiment. These claims are presented as postulates as a way of emphasizing the need going forward for methodologically diverse and theoretically sophisticated enquiries into the sport's growing 'datafication'.

11.40 ***Elephants on Tape: the use of videography in enhancing SDP narratives***

*David Marchesseault (University of Toronto)*

When reviewing the extant sport-for-development and peace (SDP) literature, it is clear that the global collective of academics, policy workers and practitioners have come a tremendous way in the sophistication, diversity, and critical analysis of empirical knowledge this burgeoning field of study. For decades, there have been consistent contributions to and discussions of organized sports' ability to engineer positive social development/change through a variety of social and cultural channels. Of the many global actors adopting and implementing sport in a social development platform, non-governmental organizations (NGOs) have seen increased preference by donor agencies and governments as the appropriate medium from which to implement sport interventions in the 'best interests' of and for the 'protection' of the world's most vulnerable peoples.

Although commendable organizational case study research (Kay, 2011; Sugden, 2006; Hayhurst, 2011; Forde, 2013; Coalter, 2013) has been exhibited; it has focused almost exclusively on policy and program analysis at the expense of understanding how target participants actually culturally live, socially experience, and personally interpret SDP processes in the context of any specific NGO activity.

Embodying Cutt's (1982) call for attention toward how discourses within NGOs are



presented as the solution to social problems is consumed and interpreted by individuals within identified communities, my research combines qualitative reflection with deep first-hand empirical, or lived, understanding of youth and young adult experiences within a SfD program in northern Uganda.

Building on narrative (storytelling) interviews conducted with participants (n=4) in northern Ugandan SfD NGO, this presentation will describe the use narrative videography as a welcomed addition in “exploring, describing, interpreting and situating the means by which participants make sense of their experiences” (Sparks & Smith, 2014). Video footage is explored and discussed in relation videography’s ability to offer valuable ‘colour’ to the various viewpoints and imaginative participation in the worlds created through well crafted narratives.

### Disability sport – room CC00.21

#### 10.40 **(Dis)ability by design: Narratives of body perfectionism amongst wheelchair athletes**

*James Brighton (Canterbury Christ Church University) & Andrew Sparkes (Leeds Metropolitan University)*

Excluding a few notable exceptions, there is a dearth of empirically based research exploring how disabled athletes construct and negotiate senses of embodied identity. Taking this into consideration, we draw on data generated from a four year ethnographic study into wheelchair sport in England to examine the ways in which disabled athletes engage in self-reflexive “body projects” (Shilling, 1993) in making strong personal statements about their identity amongst contemporary cultures that idealise the ‘body beautiful’. A structural narrative analysis of the ‘big’ and ‘small’ stories (Bamberg, 2006) told by disabled athletes in the field revealed two dominant ‘body projects’ in action. Firstly, in developing *malleable bodies* participants altered the comportment of their bodies either conservatively by building muscle and losing body fat or more radically through desiring amputation of impaired body parts. Secondly, in engaging in tattooing and piercing practices, participants artfully constructed *modified bodies*, affording control and expression over identity in a number of ways. Findings suggest that disabled athletes embodied identities should not be thought of as singular, homogeneous, passive, and static but should be better seen as plural, heterogeneous, active, and evolving. Reflections are provided that question if identity construction in disability sport is policed by ableist discourse encouraging participants to reject their ‘flawed’ bodies and align themselves to the carnal norms of non-disabled people (Hughes and Paterson, 1999), or if disabled athletes are able to demonstrate agency by proudly creating more empowering senses of identity that subvert the “non-disabled gaze” challenging contemporary tyrannies of bodily perfectionism.

#### 11.00 **Health versus performance: Strapping in to the ultimate rollercoaster - The London 2012 Paralympics for the GB Wheelchair Basketball teams**

*Melanie Best, Brett Smith & Vicky Tolfrey (Loughborough University)*

**Study aim:** The aim of this PhD study was to examine the experiences of Great Britain’s Wheelchair Basketball players over time in terms of their psycho-social health and well-being and the London Paralympics.

**Participants –** The sample consisted of sixteen players (8 male, 8 female). Ten were selected for London 2012.

**Methods –** Players and coaches were interviewed on three occasions – 2 years before, within 1 year of, and 1 year after the London Paralympics. Observations took place throughout this time. Data was also collected via two visual methods: auto-photography and timelining. Data was analysed using a thematic analysis.

**Results –** The results of the analysis presented here are as follows. First the subjective and psychological well-being of the players pre London is discussed. The impact of injury, non-



selection and striving for form are revealed, as are the influence of coach-athlete and team relations. With the margins for error so small and the drive for performance so intense, a health rollercoaster is described. Just as winning on the big stage and having an identity as a 'Paralympian' impacted positively on player well-being, the detrimental impact of being obsessed by their sport is revealed. Performance and health are shown to be uniquely related and yet at times not simultaneously achievable. Secondly the London 2012 health experience is examined. The positive impact of competing at a home Paralympics is explored, whilst the stress of shattered dreams and unrealised potential is shared. Finally it is concluded that creating a 'healthy' Paralympian is a challenging task and yet winning formula. Recommendations are made to realise this aim, whilst those which have already been adopted by GB Wheelchair Basketball are shared.

11.20 ***Survivor or thriver: Using a narrative approach to explore the role of sport in trauma recovery***

*Melissa Day (University of Chichester)*

Often our understanding of trauma is grounded in an illness ideology, focusing on the negative associated consequences, emphasising poor adjustment and barriers to recovery. Yet despite this focus, the past decade of research has prompted an alternative perspective. This perspective does not negate the devastating impacts of trauma, but proposes that positive psychological changes can result from an individual's struggle. Using a case study approach, this research presents the experiences of two individuals who experienced separate traumatic events that left them physically disabled. These individuals took part in life history interviews that explored their lives pre-trauma, the trauma event, and the process of recovery. In particular, the interviewer asked questions that focused on the role of sport, as both had reached a high level of participation after becoming disabled. Both men attributed many of their positive life changes to their participation in sport, but their stories provide a juxtaposition of *how* such growth was achieved. For one participant, sport provided an opportunity to regain aspects of his able-bodied life considered to be important and meaningful. For the other, sport allowed for the pursuit of new life meanings, new beliefs, and a welcomed change in self-perspective. While both participants described a number of parallel experiences through their participation in sport, their stories highlight the complexities associated with the process of psychological growth. Further, these stories illustrate the importance of understanding and exploring the meaning making process after trauma.

11.40 ***Understanding how to motivate disabled people into sport and physical activity***

*Emma Spring (English Federation of Disability Sport), Jo Upton, Hannah Beech & Tif Dahmash (2CV market Research Agency)*

A two stage qualitative study using a variety of techniques to gain a depth of understanding around how to engage and motivate disabled people to take part in sport or physical activity.

Stage 1: Telephone interviews with 'insiders' with knowledge and experience of providing sport for disabled people.

Stage 2: Face to face interviews and online interactive hub with 14 disabled people with varying impairments and levels of involvement in sport and physical activity.

A variety of creative tasks were used to capture views and opinions of life and how sport and physical activity play a role. Face to face interviews were videoed to provide 'vox pop' clips to support findings.

The research identified:

Disabled people, regardless of their impairment, differ significantly in terms of the extent to which they identify with being disabled and the extent to which their impairment impacts

their life. This has a notable impact on the way in which they view and react to sport and physical activity opportunities.

- Current promotion for new opportunities focus on those who identify with being disabled and whose disability has a significant impact on their life

When seeking information about new opportunities, disabled people are looking for things which emotionally connect with their values as well as clearly communicating that they will be supported when taking part

- Current communication often focuses on one or the other but not both key considerations

### Youth sport and talent ID – room CC00.29A

#### 10.40 ***Exploring academy experiences of talented youth soccer players using peer interviewing: Findings and methodological reflections***

*Fieke Rongen, Jim McKenna, Kevin Till, (Leeds Metropolitan University) & Stephen Copley (University of Sydney)*

Football academies are one of the most common forms of talent development programmes, involving over 10,000 players in the UK at any one time. However, insights into academy systems have been dominated by the accounts of adults, leaving the voice of those at the centre of these programmes – the youth athletes, especially under-16 year olds - under-explored. Their 'voice' can offer valuable insights into real life programme experiences and how well these programmes cater for the needs of developing youth athletes. Embedded within a wider project exploring the impact, effectiveness and value of a specific football academy, this paper explores the experiences of talented youth footballers. Traditional interview approaches involve power imbalances between researchers and the researched that can be unhelpful [or problematic] when exploring child and youth experiences. Therefore, this paper uses the innovative participatory method of peer interviewing. Fifty-seven players from a single academy interviewed each other, using a pre-written interview script based on previous group discussions around the costs, benefits and worth of academy involvement. Interviews were audio-recorded, transcribed verbatim and analysed using a thematic analysis approach. This paper will report the findings in terms of: (1) Academy experiences of talented youth footballers; and (2) The meaning and value of academy involvement for these footballers. Furthermore, the paper will detail the benefits and practicalities of engaging young adolescents in this emerging research approach. Ethical sensitivities and other limitations will be addressed to provide 'lessons learned' and to prompt further thinking around effective deployment of this promising method.

#### 11.00 ***Educating and supporting tennis parents: A grounded theory of parents' needs during players early adolescence***

*Sam Thrower, Chris Harwood & Chris Spray (Loughborough University)*

This presentation focuses on an educational process for tennis parents during players' early adolescence (age 10-14 years). The educational process is taken from a study which identified British tennis parents' education and support needs across contexts and developmental stages. This study used a grounded theory methodology (Corbin & Strauss, 2008) combined with ethnographic data collection techniques. Data was collected in two high performance tennis centers and consisted of a five months period of fieldwork and interviews with parents (n=13), coaches (n=12), and ex-youth players (n=4). Data was analyzed through a process of open and axial coding and theoretical integration. The resulting grounded theory suggests that during players early adolescence tennis parents must be educated about social factors that underpin involvement, organizational system based needs, early adolescent development related needs, early adolescent developmental roles, and competition roles through a structured educational process. The theory predicts

that it is the extent to which parents understand and fulfil their roles that determines their behavior, which in turn influences players' performance and participatory outcomes. Parents' education and support needs were underpinned by the sources of education and support available to them and their willingness to engage in parental self-development. This presentation offers guidance on the content, structure, and timing of education and support for applied practitioners working with British tennis parents.

11.20 ***Chatting about girl's football and family: An exploration into gender, football and family relationships***

*Hanya Pielichaty (University of Lincoln)*

In previous research on girls' and women's football the focus has been on gender identity, sexuality, fandom, leadership and media portrayal. To date there is a lack of literature connecting girls' and women's football playing experiences to their family relationships. Fathering through football is viewed as a familiar concept for boy's football but there has yet to be parallel research surrounding football playing daughters. Taken from one element of the author's current PhD study, this paper aims to explore the way girls and women footballers develop their gender identity [ies] and relationships with parents and siblings through their sport. A season long ethnographic study, which utilized observations, conversations and 'snack-time' to further understand the labyrinthine connectivity of gender, football and family was deployed. Initial findings demonstrate that parents take on multiple roles to accommodate their daughters' football playing and identity development. Whereas, daughters seek to normalize their football playing in their daily lives by striving to achieve high levels of performance. This paper encourages the future progression of unorthodox methods as a way to organically adapt to the context of the changing research landscape.

11.40 ***Psychosocial factors associated with talent development in soccer***

*Adam Gledhill (Leeds Metropolitan University) & Nick Holt (University of Alberta)*

Soccer is one of the world's popular sports with 265 million people actively playing soccer (FIFA, 2007), however only the few will make it to an elite level. Resulting from this, there has been growth in talent development literature (e.g., Gledhill & Harwood, 2014; Holt & Dunn, 2004; Holt & Mitchell, 2006) yet an interactional understanding of talent development in soccer is lacking (Mills et al. 2012) and talent development processes have recently been subjected to high profile scrutiny (e.g., Football Association, 2014). Accordingly, we employed grounded theory methodology (Corbin & Strauss, 2008), aiming to produce a grounded theory of psychosocial factors associated with talent development in soccer that serves to inform talent development practices. Using purposive sampling (Patton, 2002), we examined the experiences of players and coaches involved with varying levels of soccer. Participants were youth players (N=10); soccer coaches (N=5); professional soccer players (N=3); and negative case analysis (Denzin & Lincoln, 1989) players (N=3). Participants were formally interviewed using semi-structured interviews, with data then subjected to the processes of grounded theory development. Themes of intra-individual player differences, career uncertainty, luck, the 'soccer culture', subjective talent development processes, and coach education needs were constructed from the data. Further, optimal interactions between multiple social agents (players, team-mates, coaches, agents, and parents) were highlighted as important for creating an optimal talent development environment, as well as maintaining a professional career. A revised grounded theory of psychosocial factors associated with talent development in soccer is presented and applied implications are discussed.

**Free session on 'Getting Published' open to all delegates - 12.30 room CC00.12**

*Brett Smith (Loughborough University)*

This session is concerned with publishing 'good' qualitative research in journals. Participants are invited to bring questions to the session regarding what they consider pertinent in terms of doing qualitative research and getting this work published. These questions will be used to stimulate discussion about the process and product of publishing. Throughout, various 'tips' will be offered with regard to how to publish qualitative research. These 'tips' are not magical recipes for achieving instant or any success. Rather, the 'tips' are modest thoughts about what might enhance opportunities to get work published. The 'tips' are based on Brett's failures and successes of publishing qualitative research. They are also based on the 'hidden secrets' he has learnt as a journal editor for over 6 years (Qualitative Research in Sport, Exercise and Health), as an associate editor for 4 years (Psychology of Sport and Exercise), being an editorial board member of various journals (e.g. Sociology of Sport Journal), and reviewing for over 50 journals.

**Transitions – room CC00.12**

**13.30 *Let us talk about someone else: The use of qualitative vignette interviewing as part of an investigation into unexpected and early career transitions from Premier League Football***

*Colm Hickey (Durham University)*

Inevitable career changes have always been present in the world of professional sports. As part of the investigation of identity construction and management following an early career transition, in-depth qualitative vignette interviews were carried out with a sample of individuals, all of whom had experienced a career transition from Premier League professional football.

The investigation of topics regarded as sensitive in nature have been noted to evoke feelings of dejection and pessimism for participants. Not only would research that elicits such emotions be upsetting for participants, it may also discourage them from fully- --- engaging with a research project. It is possible for any topic, depending on context, to be a sensitive one. Considering how an individual manages and constructs their identity following a career termination or transition is identified as one such context.

The purpose of employing vignette interviews was to allow the project to negotiate the potential sensitivity of the research topic, i.e. the perception of public and personal failure participants may feel towards their own experiences. Offering fictional characters within vignettes enabled participants to engage with the topic through a conversation about these characters, informed by their own experiences, without the fear of being seen as an 'open book' and incurring feelings of vulnerability.

Through the discussion of my data collection process, as part of my ESRC doctoral research project at Durham University, this presentation seeks to outline the uniqueness of vignettes as a qualitative research method, illustrate the construction of such vignettes and describe their practical implementation as part of my own investigation into Premier League Players and their career transitions away from professional sport.

**13.50 *The perceived psychosocial determinants of physical activity following retirement***

*Maria-Christina Kosteli, Jennifer Cumming & Sarah Williams (University of Birmingham)*

Regardless of the reported benefits, only one-third of older adults are estimated to reach the required levels of physical activity. Retirement is a critical turning point in determining physical activity behaviours as it is associated with important life changes such as increased leisure time. However, physical activity seems to decrease in this age group. The present study investigated the perceived psychological and social determinants of engaging in physical activity in retirement. Social cognitive theory was used as the theoretical model to better understand what retired adults think and feel about physical activity, the reasons why some individuals are more active than others, and how physical activity is incorporated into their daily life after retirement.

37 participants representing a range of physical activity levels and retirement length took part in one of 7 focus groups. The focus groups were transcribed verbatim and analyzed using thematic analysis guided by Braun and Clarke's recommendations. Initial codes were generated with open coding and techniques such as triangulation, thick description and peer debriefing were used to establish trustworthiness.

The main themes that emerged from the focus groups were: outcome expectancies, motives for PA, barriers, and enablers. The results highlighted a range of perceptions in regards to time availability following retirement. While for some, retirement was associated with more free time, lack of time emerged as a major concern for others. Also, their perspective about a decline in aging seems to be an important determinant of physical activity. The findings provide suggestions for interventions tailored for retired people.

14.10 ***Small island mentality: Implications for Maltese footballers experiencing a migratory transition***

*Adele Muscat (Liverpool John Moores University; Malta Football Association), Mark Nesti, David Richardson & Martin Littlewood (Liverpool John Moores University)*

The migration of football players from one country to another has been increasing over the past years due to the results-oriented environment of the industry and the high financial resources available to clubs (Gammelsaeter & Jakobsen, 2008). However such migratory based transitions are not without their challenges and it has been reported that players experience a range of difficulties and critical moments during these processes (Nesti, 2010; Nesti & Littlewood, 2011; Richardson, Nesti, Littlewood & Benstead, 2012). In this study, 12 male football players (aged 11-38) from the small Mediterranean island of Malta that had made the migratory transition engaged in individual semi-structured interviews (Cote, Salmela, Baria & Russell, 1993; Biddle, Markland, Gilbourne, Chatzisarantis & Sparkes, 2001). Data was subsequently analysed using the principles of content analysis (Dale, 1996) and verbatim text was aligned to the emergent themes (Hanton & Jones, 1999). Results indicated that players' experienced several challenges when leaving a sheltered upbringing and family life in Malta to living alone abroad and trying to establish themselves within the highly pressurized environment of professional football. The results indicate that players migrating from a small island also face the difficulties associated with the island mentality and community feeling. Though the player's family were identified as a significant source of social and emotional support, at times they were also perceived to be a hindrance. The findings suggest a range of applied implications for practitioners and stakeholders involved in the acquisition and management of footballers experiencing migratory based transitions.

**Illness and activity – room CC00.21**

13.30 ***"It's such a vicious cycle": Narrative types of the sportsperson with epilepsy***

*Sarah Scarfe, Caroline Marlow & Diane Bray (University of Roehampton)*

In recent years, the experiences of sportspeople living with a chronic illness/disorder have seen an emergence within the narrative literature (Carless & Sparkes, 2008; Smith, 1999; Stone, 2009). However, epilepsy has been noticeably absent. As research is mostly quantitative and medico-scientific in nature (Wong & Wirrell, 2006), there is no qualitative research to show the experience of sportspeople exercising with seizures. Although, exercise is shown to be beneficial for most people with epilepsy (Nakken, 1999), research has shown that people with epilepsy often refrain from exercise (Sirven, 2009). As a result, this inactivity has shown to develop social isolation, low self-esteem, weight gain, and depression (Nakken, 1999; Sirven, 2009). Following recent research bearing witness to those yet unheard (Carless & Sparkes, 2008; Frank, 1995), this research provided a glimpse into the narrative type of a sportsperson/people with epilepsy (SWE). Documenting four participants over the course of one year, a holistic content approach and structural analysis was used to analyse the narratives (Carless & Sparkes, 2008; Frank, 1995; Lieblich, Tuval-

Mashiach, & Zilber, 1998), resulting in the portrayal of multiple narrative types over time. As a result of this research, SWE will finally be able to acknowledge their own story as well as others' around them. In turn, we desire that this awareness leads practitioners to develop and implement more effective ways for SWE to cope with the transition of diagnosis.

13.50 ***Auditory work and attunement in asthma and sporting embodiment***

*Helen Owton (De Montford University) & Jacquelyn Allen-Collinson (University of Lincoln)*

There is a growing amount of sports (auto)ethnographic literature that now explores an interesting new dimension to sporting embodiment focusing upon the sensory elements of 'somatic work': the ways in which we go about making sense of our senses within a socio-cultural (and sub-cultural) framework. Our own study focuses upon the relatively under-explored and undertheorised auditory dimension where sound is often integral to sporting experience; we listen in order to assemble important auditory information, including in relation to our respiration patterns. Our 'auditory work' forms part of what is termed our 'somatic work', or what we might conceptualise as the ways in which we go about making sense of our senses, within a social-cultural framework. Despite the prevalence of asthma and exercise-induced asthma/bronchoconstriction, there is a distinct lacuna in terms of qualitative research into living with asthma, and specifically in relation to sports participation. Such sensory synthesis emerged clearly from our research with sportspeople with asthma in terms of the interconnectedness of the auditory dimension with other sense perceptions, such as that of proprioception. Here, we address the auditory dimension in relation to breathing, examining the lived experience of asthma amongst sports participants, examining the role of 'auditory attunement' and 'auditory work' in sporting embodiment.

14.10 ***Experiences of treatment and recovery among athletes with eating disorders***

*Carolyn Plateau (Loughborough University), Jon Arcelus (Leicester Eating Disorders Service, Loughborough University) & Caroline Meyer (Loughborough University)*

Objective: This study aimed to explore the experiences of athletes receiving clinical treatment for an eating disorder.

Method: Semi-structured interviews exploring experiences of treatment and recovery were conducted with fifteen athletes currently undergoing treatment for an eating disorder at one of four specialist UK services. Interviews were transcribed verbatim and analysed using Interpretative Phenomenological Analysis (IPA).

Results: Three superordinate themes emerged: *Challenges to seeking treatment*; *Motivation to engage with treatment*; and *The impact of exercise on recovery*. Athletes encountered practical and psychological challenges in seeking treatment for an eating disorder. Once receiving treatment, they described lacking motivation to engage with their treatment, due to concerns that the intervention was not relevant to them. Athletes described feeling frustrated that their athletic identity was not acknowledged. The transition into and out of treatment was identified as a difficult time, particularly with regards to imposed restrictions on exercise behaviours.

Discussion: This is the first known study to explore experiences among athletes who are currently receiving treatment for an eating disorder. With limited knowledge of treatment efficacy among this group, this research takes an important step in identifying aspects of treatment programmes that may hinder or facilitate recovery. Athletes share the commonly held view that they require a treatment specifically tailored to them. Therefore, clinicians and therapists might seek to involve athletes closely in the development of treatment goals and targets.

## Health and (in)active bodies – room CC00.29A

### 13.30 ***“Some of these people aren’t as fit as us...”: Experiencing the ageing, physically active body in cardiac rehabilitation***

*Adam Evans & Lee Crust (University of Lincoln)*

Exercise is increasingly prescribed by health agencies in the United Kingdom amongst those at risk of or recovering from serious illness. Nevertheless, research investigating how the physically active body is experienced during rehabilitation is sparse. The present study investigated older adults’ embodied experiences and changing perceptions of self in one cardiac rehabilitation scheme in the East of England. Fourteen interviews were completed with participants in a cardiac rehabilitation scheme. A figurational approach was utilised which emphasised the need for participants to delineate their own logic of experience from the perspective of their active body during cardiac rehabilitation. Data were thematically analysed and individual experiences were situated within power relationships within and beyond the exercise class. Findings suggested there remains a tension between biomedical paradigms of treatment which emphasise physiological processes and the heterogeneous nature of participants’ lifelong experiences, illnesses, coping strategies and personalities which were described and which were central to participants’ rehabilitation. Moreover, data demonstrated how individuals re-negotiated their sense of self within changing networks of embodied relationships which created a complex interweaving of identities centring upon their changing sense of embodied ‘I’ in relation to fluid ‘we’ and ‘them’ identities within the exercise setting. Self-perceptions were socially produced throughout the process of rehabilitation and moderated by health and exercise professionals and other participants. The extent to which participants were empowered within the exercise setting was therefore highly heterogeneous. Findings suggest that the messages participants receive about cardiac rehabilitation must reflect the heterogeneity of recovery trajectories that could be experienced.

### 13.50 ***Using the lived experience of “successful” exercisers to enhance self efficacy for exercise***

*Stephen Ingram & Theo Arvanitis (University of Warwick)*

Rates of concordance with Department of Health guidelines on exercise could be improved upon substantially, with the potential to improve public health. “Exercisers” and “non-exercisers” report facing the same challenges to engagement; yet can be distinguished by how they deal with those challenges. Behaviour change interventions, which rely on psychological theory, are more likely to result in positive change. Bandura<sup>1</sup> describes a Social Cognitive Theory of behaviour, a central tenet of which, Self-Efficacy (SE), is predictive of exercise participation. Four sources of increasing SE are proposed. Of these, Vicarious learning (VL) (or “modelling”) from a similar other, is strongly predictive of engagement in exercise; yet has received little attention. Modelling can occur other than face to face; and there is evidence welcoming a short (5 minutes approximately), video based intervention aimed at increasing exercise in asymptomatic adults<sup>2</sup>.

This study in progress involves gathering data from focus groups of male and female adults classified as “exercisers” and “non-exercisers”. Drawing on the lived experiences of participants, the data obtained will be subject to Thematic Analysis<sup>2</sup> and samples used to formulate a digital intervention relying on Vicarious Learning. Data from the focus groups will be reported at the conference.

### 14.10 ***Narrative analysis of the communication of UK physical activity guidelines: A policy sciences approach***

*Mike Weed (Canterbury Christ Church University)*

The policy sciences are concerned with evidence in and of policy: evidence that is used to inform policy and evidence of how policy is formed. Within this approach, this paper



conducts a narrative analysis of the communication of UK physical activity guidelines. In the UK, government backed guidelines for the amount of physical activity citizens should undertake to achieve health benefit are derived almost exclusively from biomedical science evidence. Current guidelines are for 150 minutes per week, with variations for children and older people. However, because guidelines are developed within a medical science policy discourse, there is no consideration of evidence about how and to whom the guidelines are communicated in constructing the guidelines. This paper seeks to develop some preliminary evidence about the communication of the guidelines, partly to critique the current biomedical evidence-based approach, and partly to suggest how the guidelines might be constructed and communicated in the future to achieve the best outcomes for public health.

The paper will present a paradigmatic, structural and performative analysis of narratives communicated to support UK physical activity guidelines. It will focus on the construction, transmission, reception, interpretation, re-construction and re-transmission of these narratives from the academic community to policy-makers, and from policy-makers to the public via the mediating influence of health professionals and the media. It will explore how individual, public and meta-narratives are used and interact to communicate the guidelines. Finally, it will offer suggestions about which narratives might and might not achieve the best public health outcomes.

#### **Keynote Presentation – 14.30 room CC00.12**

##### ***In Loving Kindness: What Interpersonal Neurobiology Can Tell Us about Compassion, Transference, and Storytelling in Researcher-Participant Encounters***

*Mark Andersen (Halmstad Högskolan)*

What happens, consciously and unconsciously, when a qualitative researcher's brain and a participant's brain sit down together and talk? The answer is: a lot more than we think. Often, the researcher's main job is to help participants tell their stories, and the rapidly expanding field of interpersonal neurobiology has much to say about the variables that can help or hinder the storytelling process, the quality and depth of the data gathered, and the experiences of researchers and participants in these relatively brief, but often intimate, encounters. Rogerian qualities of therapists (e.g., genuineness, nonjudgement, acceptance, unconditional positive regard), Freudian phenomena (e.g., centrality of early infant and childhood experiences, unconscious processes, transference and countertransference), and Bowlby's work on attachment theory are all finding strong support in the emerging neuroscience of human relationships. Qualitative research interviews are also a subspecies of human relationships, often quite short ones, or rather long ones in cases where participants are interviewed over a few years. The insights of Rogers, Freud, Bowlby, and current interpersonal neurobiology have much to offer graduate students and seasoned qualitative researchers in understanding how two brains can connect, repel, traumatise, or gently hold each other. In this keynote, I present arguments for training qualitative researchers in neuroscience, Rogerian therapy, Freudian psychology, and attachment theory to better understand what is happening when their brains crash into, or bounce off of, or identify with, or become entangled with, or lovingly embrace the brains of their participants.



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